

**GRAMMAR SCHOOL MANUAL.**

**THE CONSOLIDATED ACTS**

RELATING TO

**GRAMMAR SCHOOLS**

**IN UPPER CANADA;**

TOGETHER WITH THE

**REVISED PROGRAMME OF STUDIES,**

AND THE GENERAL REGULATIONS AND INSTRUCTIONS FOR  
GRAMMAR SCHOOLS,

WITH A COPIOUS ANALYTICAL INDEX.

*Edited, with Notes, by authority of the Chief Superintendent of Education,*

BY J. GEORGE HODGINS, LL. B.,

Deputy Superintendent.



**TORONTO:**

Printed for the Department of Public Instruction for Upper Canada,  
BY LOVELL AND GIBSON, YONGE STREET  
1866.

*Price 30 cents, or, with the Common School Manual, 65 cents, including postage,  
which, by post office regulation, must be paid in advance.*



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## PREFATORY NOTE.

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THE former edition of the Grammar School Manual having been superseded, a new one is now issued, in consequence of the recent changes in the Law, and in the Programme of Studies for the Grammar Schools.

The text adopted has been that of Consolidated Statutes relating to Grammar Schools. The Grammar School Improvement Act, passed during the last Session of the Legislature, in September, 1865, has been incorporated with the Consolidated Act, and is also inserted by itself in full, with additions from the Municipal Act relating to Grammar Schools; but only such portions of the Common School Act as apply Grammar Schools have been given.

Part III. contains the new Programme of Studies, and the new Regulations in regard to Grammar Schools in Upper Canada.

Parts IV. V. and VI. contain the Regulations in regard to the new meteorological stations; the recent circulars from the Chief Superintendent of Education; and a summary sketch of the progress of Grammar School education in Upper Canada.

Part VII. contains a list of the subjects required for matriculation in the several Universities of Upper Canada, which will be found to be useful for reference to the teacher.

Part XI. contains a copy of the provisions of the law relating to arbitrations between Trustees and Grammar School Masters, with the decisions of the Courts upon the subject.

Parts X. XI. and XII. contain information and notices in regard to the Educational Department, Museum, uniform Text Books in the Schools, and Depositories, which will be found of use to parties concerned.

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A copy of this pamphlet is sent to each Chairman and Secretary of the Boards of Grammar School Trustees, gratuitously, as authorized by law. Parties requiring extra copies, can be supplied at the terms mentioned on the cover.



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LAWS AND REGULATIONS  
RELATING TO  
GRAMMAR SCHOOLS  
IN  
UPPER CANADA.

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PART I.

THE CONSOLIDATED GRAMMAR SCHOOL ACT,  
WITH WHICH IS INCORPORATED THE GRAMMAR SCHOOL  
IMPROVEMENT ACT OF 1865.

AN ACT RESPECTING GRAMMAR SCHOOLS IN UPPER CANADA, BEING CHAPTER LXIII  
OF THE CONSOLIDATED STATUTES OF UPPER CANADA.

HER MAJESTY, by and with the advice and consent of  
the Legislative Council and Assembly of Canada,  
enacts as follows :

*Name of each County Grammar School.*

1. There shall be one or more Grammar Schools in each County and Union of Counties in Upper Canada to be distinguished by prefixing to the term "County" the name of the City, Town, or Village within the limits of which it may be situate.

*Which shall be the Senior County Grammar School.*

2. The Grammar School of the County or Union of Counties situate at the County Town of any County or Union of Counties in Upper Canada, shall be the Senior\* County Grammar

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\* The legal distinction between Senior and Junior County Grammar Schools has been done away with by the Grammar School Improvement Act of 1865.

School of such County or Union of Counties, and if the Assizes for any of such Counties or Union of Counties are usually held in a City, such City for the purposes of this Act shall be considered a County Town.

*Where other County Grammar Schools shall be Situated.*

3. All other Grammar Schools established, on or before the *first day of January, one thousand eight hundred and fifty-four*, shall be continued at the places where they are respectively held; but the Board of Trustees of each of the said Schools may change the place of holding such School, by a resolution to be passed for that purpose and approved of by the Governor in Council: and the place of holding any Grammar School established since the *first of January, one thousand eight hundred and fifty-four*, may be changed by the County Council of the County within which it is established.

*Investment of Income from Grammar School Lands, etc.*

4. All moneys arising from the sale of lands at any time set apart for the encouragement of Grammar Schools in Upper Canada, and not specially granted to, or vested in, or for the benefit of any particular College, Grammar School, or other Seminary or place of Education, or otherwise departed with by the Crown, and all annual grants which have been or may after this Act takes effect, be made by Parliament, or which may be otherwise available from any other sources for that purpose shall form a fund to be called *The Upper Canada Grammar School Fund*, and shall be invested in Government or other securities by the direction of the Governor in Council.

[Fifth Section of the Consolidated Act repealed.]

*Basis of Apportionment to the Grammar Schools.*

6. \* \* \* the Chief Superintendent of Education shall annually apportion \* \* \* such annual income \* \* \* [in the manner provided by the Seventh Section of the Grammar School Improvement Act of 1865,] as follows:  
7. The apportionment payable half yearly to the Grammar Schools shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies pre-

scribed according to law for Grammar Schools ;\* such attendance shall be certified by the Head Master and Trustees and verified by the Inspector of Grammar Schools.]

[Seventh Section of Consolidated Act repealed.]

*Grammar School Apportionment Payable Half-yearly.*

8. The sums of money annually apportioned \* \* \* as aforesaid, shall be payable to the Treasurer of the County entitled to receive it, [one-half at the end of each six months, and on receipt at the Educational Department of the Half-yearly Return and Annual Report, duly certified,] which sums shall be payable in such manner as may be determined by the Governor.

*To be Expended in the payment of Teachers' Salaries alone.*

And such moneys [together with the "sums provided from local sources,"† page 28,] shall be expended in the payment of the salaries of Teachers, and for no other purpose.

*Apportionment to each Grammar School.*

9. The sums of money apportioned out of the Grammar School Fund [and "sums provided from local sources," page 28] \* \* \* shall be distributed amongst the several Grammar Schools \* \* \* within the restrictions imposed by this Act, [and the Grammar School Improvement Act,] and under such rules and regulations as may from time to time be made by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council.‡

\* This seventh section of the Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to the Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might be kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. By the law of 1807, and subsequently, the number of classical pupils was fixed at twenty, and afterwards at ten. In our regulations we take the latter number as the minimum. See Grammar School regulations on pages 32-43.

† See the *Sixth* Section of the Grammar School Improvement Act of 1865, on page 28.

‡ These Rules and Regulations, in connection with the seventh section of the Grammar School Improvement Act of 1865, are appended, page 33; see also, note to preceding section.



*\$20,000 annually Granted for Superior Education.*

10. In addition to the sums applicable in aid of Grammar Schools as aforesaid, or under the *one hundred and twentieth section* of the Act respecting *Common Schools* in Upper Canada, the sum of *twenty thousand dollars* shall be yearly appropriated out of the Consolidated Revenue Fund of this Province, for the encouragement of Superior Education in Upper Canada.

*This Grant to be Distributed to Colleges by Parliament.*

And shall be distributed among the several Collegiate Educational Institutions in Upper Canada, or such of them as may be designated by an annual vote of the Provincial Parliament.

*Council of Public Instruction to appoint Inspector.*

11. The Council of Public Instruction shall appoint Inspectors of Grammar Schools, prescribe their duties\* and fix their remuneration.

*Grammar Schools to prepare Pupils for College.—Programme.*

12. In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education,† including the elements of natural philosophy and mechanics, and also in the Latin and Greek languages, and mathematics, so far as to prepare students for University College, or any college affiliated to the University of Toronto—according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council.‡

*Penalty for not Observing the Official Regulations.*

And no Grammar School shall be entitled to receive any

\* The duties of the Inspector of Grammar Schools will be found on page 41.

† Under the new regulations, provision is not only made for Book-keeping but for a *knowledge of Commercial Transactions and Telegraphy*. See pages 35 and 36.

‡ The Programme, Rules and Regulations, will be found on pages 32–41.

part of the Grammar School Fund, which is not conducted according to such programme, rules and regulations.

*Condition of Sharing in Grammar School Fund.*

[The *sixth* section of the Grammar School Improvement Act of 1865, further enacts : 6. No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said fund.]\*

*Head Masters to be University Graduates.*

[The thirteenth section is repealed by the *eleventh* section of the Grammar School Improvement Act of 1865, as follows : 11. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a Grammar School, unless he be a graduate of some University within the British Dominions ; but any person legally qualified and appointed to be a Head Master in any Grammar School during the year next† before the passing of this Act shall be deemed qualified notwithstanding this section.]‡

*Heads of Colleges to be Members of the Council of Pub. Inst.*

14. The President of University College and the President or other Head of each of the Colleges in Upper Canada, affi-

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\* The principle embodied in the *sixth* section is in harmony, though in a modified degree, with that of the Common School law which declares that each municipality receiving a share of the Legislative School Grant shall contribute an amount *equal* to the aid received. In this Act only *one half* of the amount granted is required as a condition of receiving aid. The Act does not declare that a municipal rate for this sum *shall* be levied. The amount may be contributed from the Clergy Reserve Fund, or from any other source, or from the general funds of the municipality. If a rate be imposed, however, it is not required that it shall be levied on the entire county, but it may be levied on the town, village, or township in which the Grammar School is situated. Should it not be levied upon the whole County, pupils from those parts of it which do not pay this rate have no legal or equitable claim to be admitted to the school on the same terms as those pupils whose parents have paid the rate. Trustees are at liberty to charge such pupils any fee they may see fit.

† *i. e.* From 20th September, 1864, to 20th September, 1865.

‡ This *eleventh* section simplifies the law in regard to the qualification of Grammar School masters, and does away with the expense of a board of examiners.



liated to the University of Toronto, shall, for the purposes of this Act, be Members of the Council of Public Instruction.\*

*Council of Public Instruction to Prescribe Text Books, &c.*

15. Such Council shall prepare and prescribe a list of text-books, programme of studies,† and general rules and regulations for the organization and government of the County Grammar Schools, to be approved by the Governor in Council, and shall also appoint Inspectors of Grammar Schools, prescribe their duties, and fix their remuneration. [See, also, *tenth* section, on page 10, and "Duties," on page 41.]

*Allowance for Elementary Military Instruction.*

[The *twelfth* section of the Grammar School Improvement Act of 1865, also provides that 12. It shall be lawful for the Governor in Council to prescribe a course of Elementary Military Instruction for Grammar School pupils, and to appropriate out of any money granted for the purpose, a sum not exceeding *fifty dollars* per annum to any school, the Head Master of which shall have passed a prescribed examination in the subjects of the military course, and in which school a class of not less than five pupils has been taught for a period of at least six months ; such classes and instruction to be subject to such inspection and oversight as the Governor in Council may direct.‡]

DUTIES OF MUNICIPAL COUNCILS TO GRAMMAR SCHOOLS.

*Cities to be Counties for Grammar School purposes.*§

[The *first* section of the Grammar School Improvement Act of 1865, enacts that 1. Each City shall, for all Grammar School purposes, be a County ; and its Municipal Council shall be

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\* The names of the members of the Council of Public Instruction for Upper Canada will be found on page 68.

† This Programme of Studies will be found on pages 32-41.

‡ This *twelfth* section introduces a new feature into the instruction to be given in our Grammar Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point Military Academy, yet to be established. It does not relate to military drill in the school, but to a preliminary course of elementary military studies, such as military history, drawing, etc. No regulations have yet been prepared on the subject.

§ In regard to the appointment of Grammar School Trustees, see sections twenty and twenty-one, on pages 16, 17.

invested with all the Grammar School powers now possessed\* by County Councils; but when, and so long as, the only Grammar School of the County is situated within a city, the Council of such County shall appoint one half of the Trustees of such Grammar School.]†

*Municipal Council authorised to levy Grammar School Rates.*

16. The Municipal Council of each County, Township, City, Town, and Incorporated Village, may, from time to time, levy and collect by assessment such sums as it judges expedient, to purchase the sites of, to rent, build, repair, furnish, warm, and keep in order, Grammar School Houses and their appendages, grounds, and enclosures. [See also, *sixth* section of the Act of 1865, on pages 11 and 28.]

*Municipal Assessment, to whom Payable, and when.*

And all sums so collected shall be paid over to the Treasurer of the County Grammar School for which the assessment is made. And the sums raised by local assessment or subscription for the support of Grammar Schools shall be payable each year on or before the *fourteenth day of December*.‡

*Additional Grammar Schools may be Established.*

17. The several County Councils may establish additional Grammar Schools within the limits of their Municipality, and appoint Trustees therefor according to the *twentieth* section of this Act [page 16.]

*Condition of Establishing a New Grammar School.*

[The condition under which new Grammar Schools could have been established before 1865, have been altered by the *eighth* section of the Grammar School Improvement Act, as follows: 8. No additional Grammar School shall be established in any County unless the Grammar School Fund shall be sufficient to allow of an apportionment at the rate of three hundred dollars per annum to be made to such additional school, without dimin-

\* *i. e.* Possessed at the time of the passing of this Act, September, 1865.

† This *first* section of the Act is designed to harmonize the Grammar and Common School systems in cities. The city has entire control of the Common Schools, and should also have control of the Grammar Schools.

See *ninth* clause of the *twenty-fifth* section of this Act, on page 22.



ishing the fund which may have been available for Grammar Schools during the then next preceding year.]\*

[*The Municipal Institutions Act, chapter fifty-four of the Consolidated Statutes for Upper Canada*, also contains the following enactments: 286. The Council of every County, City, and Town separated, may pass By-laws for the following purposes:

*Lands for Grammar Schools.*

[1. For obtaining in such part of the County, or of any City or Town separated within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

*Aiding Grammar Schools.*

[2. For making [any additional] provision in aid of such Grammar Schools as may be deemed expedient.†

*Pupils competing for University Prizes.*

[3. For making a permanent provision for defraying the expenses of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for, competing for any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

[4. For making similar provision for the attendance at any County Grammar School, for like purposes, of pupils of the Common Schools of the County.

*Endowing Fellowships.*

[5. For endowing such Fellowships, Scholarships or Exhibitions, and other similar prizes, in the University of Toronto, and in the Upper Canada College and Royal Grammar School there,

\* This *eighth* section raises the minimum apportionment to be made to a new Grammar School from \$200 to \$300. This section, in connection with the *sixth* on page 11, will have the effect of providing for each new school at least \$450, exclusive of fees, instead of the former pittance of \$200 and fees.

† This optional aid must be in addition to the sums required to be raised "from local sources," by the *sixth* section of the Act of 1865, on page 11.

for competition among the pupils of the Public Grammar Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youth thereof.]

#### CHIEF SUPERINTENDENT OF EDUCATION.

18. The Chief Superintendent of Education for Upper Canada shall \* \* \* notify each County Council, through the Clerk of the Council, of the \* \* \* apportionment of Grammar School moneys to such County, and shall give notice of the same to the Minister of Finance.

#### *Chief Superintendent to report Annually on Grammar Schools.*

19. The Chief Superintendent of Education shall make annually to the Governor, on or before the *first day of July*, a report of the actual state of the Grammar Schools throughout Upper Canada, showing the amount of moneys expended in connection with each, and from what sources derived, with such suggestions for their improvement as he deems useful and expedient.

#### *The Chief Superintendent to Administer the Law.\**

He shall see that the County Grammar School Fund apportioned by him, is, in all cases, applied to the purpose hereinbefore prescribed, and that each County Grammar School is conducted according to the rules and regulations† legally established.

[See, also, the *ninth* and *twelfth* sections of this Act, on pages 9, 10.]

#### *To furnish Act, Forms, and Regulations.*

And he shall prepare suitable forms, and give such instructions as he judges necessary and proper for making all reports and conducting all proceedings under this Act, and shall cause the same, with a sufficient number of copies of this Act, and,

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\* All communications with the government relating to schools in Upper Canada, conducted under the authority of any Act of the Legislature should be enclosed to the Educational Department, Toronto; otherwise they will be referred back to that Department to be brought before His Excellency through the proper officer. See Departmental Regulations on this subject on pages 68-70.

† These Rules and Regulations will be found on pages 32-41.



so far as the same relate to Grammar Schools, copies of the general rules and regulations established and approved of as aforesaid, to be printed in a convenient form, and transmitted to the parties required to execute the provisions of this Act.\*

#### GRAMMAR SCHOOL TRUSTEES.

##### *Appointment by the Council of Grammar School Trustees.*

20. In each County [or City] in which one or more Grammar Schools are established, there shall be a Board of Trustees, consisting of not less than *six* nor more than *eight* fit and proper persons [for each school,] appointed by the Municipal Council in the manner hereinafter provided. [See pages 17 and 27.]

NOTE.—In *Cities*, the members of the Board of Grammar School Trustees may number *eight*, as provided by this *twentieth* section of the Act; but, in *Towns* and *Incorporated Villages*, they can only number *six*, who shall be appointed by the Council of the County and of the Town or Village concerned. See below, and on page 27.

##### *Quorum of the Grammar School Board.*

Of which Board *three* shall be a *quorum* for the transaction of business. [In a united Board of Grammar and Common School Trustees, the *quorum* is fixed at *seven*. See page 28.]

##### *Order of the Retirement of Trustees.*

21. \* \* \* Annually on the thirty-first day of January in each year, two of the Members of each Board of Trustees for the time being shall retire from the said board in rotation according to seniority in office. [The latter part of the *twenty-third* section of this Act provides that] any retiring Trustee may (with his own consent) be re-appointed, and all Trustees for the time shall hold office until their successors are appointed as herein provided.

##### *Appointment of Trustees by County and Local Municipalities.*

[The *twenty-second* and the first part of the *twenty-third* sections of this Act are repealed by the latter part of the *second* section of the Grammar School Improvement Act of 1865, as fol-

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\* A copy of the Act, and its Rules, Regulations, and Programme, is supplied gratuitously to the Chairman and Secretary of each Board of Grammar School Trustees, for the use of the Board. Extra copies can be obtained from the Depository, at 30 cents per copy, including postage, which is required, by the Post Office Department, to be paid in advance.



lows: 2. Each County Council at its first session to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School situated in a town or incorporated village and within its jurisdiction, three fit and proper persons as Trustees of such Grammar School; and the corporation of the town or incorporated village municipality, within the limits of which such Grammar School is or may be situated, shall also at its first session in January next, appoint three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, in each case, shall annually retire from office on the thirty-first day of January in each year (but may be re-appointed);

*Villages hereafter Incorporated.*

[And, on the incorporation hereafter of any village in which a Grammar School is established, the County and village Councils shall at their first meeting in January next thereafter, appoint trustees in like manner as aforesaid, for the Grammar School in such incorporated village;

*Mode of Filling Vacancies.*

[And the vacancy occasioned by the annual retirement of Trustees, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality, or otherwise, shall be filled up by such County, Town or Village Council, as the case may be; provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve.\*

*Trustees to be a Corporation; Powers.*

[The *third* section of the same Act also provides that 3. The Trustees appointed as aforesaid, shall be a corporation, and shall succeed to all the rights, names, powers and obligations conferred or imposed upon Trustees of Grammar Schools, by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.]†

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\* This *second* section is designed to give *towns* and incorporated *villages* a voice in the management of the Grammar Schools within their respective boundaries; but it is not desirable to give them exclusive control, as the area of a town or village is not sufficient for the support of a school, and as many of the pupils come from outside of the town or village, and it is expedient to encourage such attendance. The town or village, however, should have an equal voice with the county in the appointment of trustees, as the Grammar School is chiefly supported by the smaller municipality, and is within its boundaries.

† This *third* section is a necessary supplement to the second.

*Grammar School Trustees to be a Corporation.*

24. The Board of Trustees of each County Grammar School shall be a Corporation by the name of "*The Trustees of the —County Grammar School,*" prefixing to the term "*County*" the name of the City, Town, or Village within which such Grammar School is situated.

*Powers of the Trustee Corporation.*

And shall have and possess all the powers usually enjoyed by Corporations so far as the same are necessary for carrying out the purposes of this Act;\* and they shall meet at or near the place where each such School is held, on the *first Wednesday in February* in each year.

*Duties of the Board of Grammar School Trustees.*

25. It shall be the duty of such Trustees :†

*To Appoint Officers of the Board, &c.*

(1.) To appoint annually, or oftener, from amongst themselves, a Chairman, Secretary and Treasurer, and subject to the provisions hereinbefore contained, to fix the times and places of the Board meetings, the mode of calling and conducting such meetings, and of keeping a full and correct account of the proceedings of such meetings.

*To Take Charge of County Grammar School.*

(2.) To take charge of the County Grammar School for which they are appointed Trustees, and the buildings and lands appertaining to it.

\* By the Provincial Statutes' Interpretation Act, chapter five of the Consolidated Statutes for Canada, section six, sub-section twenty-four, Corporations are required to have a Common Seal, which should be attached to all documents emanating from the Board, all agreements, contracts, &c.

The Seal is required as authenticating the concurrence of the whole body corporate. *Marshall v. School Trustees*, No. 4, Kitley. 4. Common Pleas Report (U.C.) 375.

† The ninety-fourth and ninety-fifth sections of the Upper Canada Consolidated Common School Act make Grammar School Trustees members of the County Board of Public Instruction. See Common School Manual.



*Grammar School Property Vested in Trustees.*

[The *fourth* section of the Grammar School Improvement Act of 1865, also provides that: 4. All property heretofore given or acquired in any municipality and vested in any person, or persons or corporation for Grammar School purposes, or which may hereafter be so given or acquired, shall vest absolutely in the corporation of Grammar School Trustees having the care of the same, subject to such trusts as may be declared in the deed or instrument under which such property is held.]\*

*To Appoint and Remove Masters, Teachers, Officers, &c.*

(3.) To remove, if they see fit, and in case of vacancies, appoint the Master and other Teachers in such School, and to fix their salaries and prescribe their duties.

*Differences between Trustees and Masters.—How Settled.*

[The *ninth* section of the Grammar School Improvement Act of 1865, also provides that: 9. All differences between Boards of Trustees and Head Masters and Teachers of Grammar or Common Schools in cities, towns, and incorporated villages, in regard to salary, sums due, or any other such matter in dispute between them, shall be settled by arbitration, according to the provisions of the Common School law relating to such arbitrations;† and in cities, towns, and incorporated villages, the Local Superintendent (being an officer of the Board concerned, and having no jurisdiction in the case of Grammar Schools) shall not act as an arbitrator; but in the event of a difference of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.]‡

(4.) To appoint such other officers and servants in such School as they may judge expedient, and fix their remuneration.

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\* This *fourth* section is designed to simplify the system of control over Grammar School property, and to fix the responsibility for its care and management in the trustee corporation. Many of the sites have been given by the Government or by private individuals, and the trustees, frequently, do not feel free to act under such circumstances. This section removes all doubt and uncertainty on this subject. See, also, the twenty-eighth and following sections, on pages 24, 25.

† These Provisions of the Common School Law will be found on page 63.

‡ This *ninth* section harmonizes the Grammar and Common School laws in regard to arbitrations between trustees and teachers. The arbitration system has worked well, and affords an effectual protection to teachers. The local superintendent should not be an arbitrator in either Grammar or Common School Teachers' disputes, for the reasons given in the Act.

*To Erect, Repair, and Furnish School, &c.*

(5.) To do whatever they deem expedient with regard to erecting, repairing, warming, furnishing, and keeping in order the buildings of such School and its appendages, lands, and enclosures belonging thereto, and to apply (if necessary) for the requisite sums to be raised by Municipal authority for any such purposes ;\*

*To Impose, and Sue for Rate Bill, on parents.*

(6.) To settle the amount to be paid by parents and guardians for each pupil attending such School, and to fix the times of payment, and apply the moneys received therefor as they may judge expedient towards making up the salaries of Teachers, providing the proper apparatus, maps,† text-books and registers, and defraying any other necessary expenses of such School ; and they may sue for and recover such amounts, and when collected the same shall be paid over to the Treasurer of the said Board of Trustees :

*To unite with Common School Board on certain conditions.*

(7.) To employ in concurrence with the Trustees of the School Section, or the Board of Common School Trustees in the Township, Village, Town or City in which such Grammar School may be situate, such means as they may judge expedient for uniting one or more of the Common Schools of such Township, Village, Town or City, or departments of them, with such Grammar School ; but no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English Teachers ;

*Powers of the Joint Board.*

And the schools thus united shall be under the management of a Joint Board of Grammar and Common School Trustees,

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\* This clause of the *twenty-fifth* section should be taken in connection with the *sixteenth* section of the Act on page 13.

† See Departmental Notices relating to maps and apparatus, on page 74.



who shall consist of and have the powers of the Trustees of both the Common and Grammar Schools.\*

*Union Board of Grammar and Common School Trustees.*

[The *fifth* section of the Grammar School Improvement Act of 1865, also provides that : 5. In all cases of the union of Grammar and Common School Trustee Corporations, all the members of both Corporations shall constitute the joint Board, *seven* of whom shall form a *quorum*.]†

*Such Union may be Dissolved.*

[But such union may be dissolved at the end of any year by resolution of a majority present at any lawful meeting of the joint Board called for that purpose.]

*Division of School Property of Union Board.*

[On the dissolution of such union between any Grammar and Common School, or department thereof, the school property held or possessed by the joint Board shall be divided or applied to public school purposes, as may be agreed upon by a majority of the members of each Trustee Corporation ; or if they fail to agree within the space of six months after such dissolution, then

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\* The powers of the Joint Board include the direct levying of property-rates, by the Board itself or an application from it to the Municipal Council to levy and collect whatever sums may be required. See the several clauses of the twenty-seventh and seventy-ninth sections of the Consolidated Common School Act in the C. S. Manual. The union of the Boards implies a harmonious system and a gradation of schools; the Grammar School being the high school of the city, town or village, and the Common School being the primary and secondary, and being open to all without examination ; the Grammar School teaching the higher branches, with the classics and mathematics, and being open to those Common School pupils, and others, whose literary qualifications enable them to pass the required examination.

† When a union shall have been effected between the Grammar and Common School Boards in cities, towns and villages, as authorized by the seventh clause of the twenty-fifth section of this Act, it is the *duty* of the Council of each municipality concerned, upon the requisition of the joint Board, to provide such sums as may be desired by the Board, according to an estimate which the Board shall lay before the Council.—See note \* on preceding page. The joint Board can also exercise its own authority to collect these sums by direct assessment. The powers and duties of the "Joint Board of Grammar and Common School Trustees," in addition to those specified in the Grammar School Act, include those of Common School Trustees in so far as they may be applicable to the circumstances of the schools under the management of the joint Board. See Common School Manual.



by the Municipal Council of the City, Town, or incorporated Village within the limits of which such Schools are situated, and, in the case of unincorporated villages, by the County Council.]\*

*To Supply Text Books, and hold Public Examinations.*

(8.) To see that the pupils of such Grammar School are supplied with proper text-books; that public *half-yearly* examinations of the pupils are held, and due notice given of them; and that such School is conducted in accordance with the legally established regulations;†

*To give orders on Treasurer for salaries and expenses.*

(9.) To give the necessary orders upon the County Treasurer for the amount of public money to which such School is entitled,† and upon their own Treasurer for any moneys in his hands, for the payment of the salaries of the officers of such School, and of any necessary expenses.

*To make an Annual Report to Chief Superintendent.*

(10.) To prepare and transmit, before the *fifteenth* day of *January*, to the Chief Superintendent of Education, an annual report, in accordance with a form of report which shall be provided by him for that purpose, and which Report shall contain a full and accurate account of all matters appertaining to such School.

*Masters of certain Grammar Schools shall make Meteorological observations.*

26. The Master of every [authorized] County Grammar School [station, in connection with the Educational Depart-

\* The union of Grammar and Common Schools referred to in this *fifth* section does not, as a general rule, work well, nor is it desirable to encourage such unions. Experience has proved that the tendency of these unions is to impair the efficiency and lower the standard of both kinds of schools to a uniform level. The old law, passed in 1853, provided for the union of Grammar and Common Schools in rather a loose way, but did not provide for the dissolution of the union, nor for a division of the property, although, in many cases, such a dissolution was desired by the trustees.

† These Regulations will be found on pages 32-41.

‡ By the sixteenth section of this Act, on page 13, it will be seen that the Municipal Assessment for Grammar Schools must be available "*on or before* the fourteenth day of December," in each year.

ment,] shall make the requisite observations for keeping and shall keep a Meteorological Journal embracing such observations, and kept according to such form as may from time to time be directed by the Council of Public Instruction; and all such Journals or Abstracts of them shall be presented annually, by the Chief Superintendent of Education, to the Governor, with his Annual Report; and, if not already done, every [authorized] County Grammar School [station] shall be provided, at the expense of the County, with the following Instruments :

*List of Meteorological Instruments therefor.*

One Barometer; one Thermometer for the temperature of the air; one Daniel's Hygrometer, or other Instrument for showing the Dew-Point; one Rain-Gauge and measure; one Wind-Vane.\*

*Abstracts of Observations to be transmitted to the Chief Superintendent.*

And the Chief Superintendent of Education shall procure these Instruments at the request and expense of the Municipal Council of any County, and shall furnish the Master of the [authorized] County Grammar School [station] with a Book for registering observations, and with forms for abstracts thereof, and such Master shall transmit the same to the Chief Superintendent, and shall certify that the observations required have been made with due care and regularity.

*Allowance for making Meteorological Reports.*

[The *eleventh* section of the Grammar School Improvement Act of 1865, further provides that : 10. Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction. [See page 43.]

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\* These instruments have been provided by the Educational Department, and will be furnished on application. See Regulations on pages 43-47.

*Number and Locality of such Meteorological Stations fixed.*

[But the number and locality of such meteorological stations shall be designated by the Council of Public Instruction, with the approval of the Governor in Council.\*]

SPECIAL GRANTS OF SCHOOL SITES.†

[The twenty-seventh Section, being obsolete, has been repealed.]

*Conveyance of Property for School Sites to Trustees.*

28. In case any persons residing in Upper Canada, interested in any School established in any City, Town, Village, or Township therein, whether as parents of children frequenting such Schools, or as contributors to the same, or both, have occasion or are desirous to take a conveyance of real property for the use of such Schools, such persons may elect from among themselves, and appoint any number of Trustees, not exceeding *seven* nor less than *five*, to whom, and to whose successors, to be appointed in the manner specified in the Deed of Conveyance, the real property requisite for such school may be conveyed.

*Powers of Trustees of School Sites.*

And such Trustees, and their successors in perpetual succession, by the name expressed in such deed, may take, hold and possess such real property, and commence and maintain any action at law or in equity for the protection thereof, and of their right thereto ; but there shall not be held in trust as aforesaid more than ten acres of land at any one time for any one school ; and this section *shall not extend to Common Schools.*

*School Deed to be Registered.*

29. The Trustees shall, within twelve months after the execution of any such Deed, cause the same to be registered in the Office of the Registrar of the County in which the land lies.

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\* A list of these stations, and the Departmental Regulations which apply to them, will be found on page 46.

† See fourth section of the Grammar School Improvement Act of 1865, quoted on pages 19 and 28.



*Certain cases provided for if site be not suitable.*

30. In case any lands in Upper Canada have been or after the passing of this Act be surrendered, granted, devised or otherwise conveyed to the Crown, or to the Trustees of any County Grammar School, or to any other Trustees, in trust for the purposes of or as a site for any such Grammar School, or for any other Educational Institution established in any County or place therein for the benefit of the inhabitants thereof generally, and in case such lands be found not to afford the most advantageous site for such School or Institution, or there be no School or Institution bearing the precise designation mentioned in the deed of surrender, grant, devise or other conveyance, or in case it may be for the benefit of such School or Institution that such lands should be disposed of, and others acquired in their stead for the same purpose, or the proceeds of the sale applied thereto.

*Such lands may be surrendered to the Crown.*

The Trustees in whom any such lands are vested in trust as aforesaid, may, (with the consent of the Municipal Council expressed at a legal meeting and certified under the hand of the head and the corporate seal of the Municipality in which such School or Institution has been or is to be established,) surrender and convey such lands to the Crown unconditionally, and such conveyance shall vest the lands absolutely in the Crown, without formal acceptance, by the Crown, the Governor, or any other Officer or person for the Crown.

*Such Land to be Sold for the benefit of such School, etc.*

31. Any lands surrendered, granted, devised or otherwise conveyed to the Crown for any such purpose as aforesaid, may be sold by order of the Governor in Council, and the proceeds applied to the purchase of other lands to be vested in the Crown for the purposes of the same School or Institution, or in the case of their being no School bearing the precise designation intended as aforesaid by the person who granted or devised the lands to the Trustees, from or through whom the lands so sold came to the Crown, then for the purposes of the Grammar School or other Public Educational Institution

established for the benefit of the inhabitants of the Municipality generally, which in the opinion of the Governor in Council, comes nearest in its purposes and designs to that intended by such person as aforesaid.

*Lands purchased with Proceeds.*

32. If such proceeds be applied to the purchase of lands for Grammar School purposes, the title to such lands may be vested in the Board of Trustees for any Grammar School, by their corporate name; and if there be any surplus of such proceeds after such purchase, or if it be found that no lands are required as a site for, or for other purposes of such School or Institution, then such surplus or proceeds (as the case may be,) may be invested or applied for the purposes of such School or Institution in such manner as the Governor in Council deems most for the advantage thereof.

*Purchaser not to see to Trusts.*

33. No purchaser of land from the Crown under this Act shall be in any way bound to see to the application of the purchase money.

*Private Rights protected.*

34. Nothing in this Act shall impair the rights of any private party in or upon any lands, in so far as such rights would have existed and could be exercised without this Act.

*Crown may grant such lands, &c.*

35. The Crown may grant to the Trustees of any Grammar School, or of any other Public Educational Institution established for the benefit of the Inhabitants of the Municipality generally, any lands which have been or may, after the passing of this Act, be surrendered, granted, devised or otherwise conveyed to the Crown as aforesaid.



## PART II.

1. AN ACT FOR THE FURTHER IMPROVEMENT OF  
GRAMMAR SCHOOLS IN UPPER CANADA.

29TH VICTORIA, CHAPTER XXIII.

*Received the Royal Assent, 18th September, 1865.*

Whereas it is expedient to make further provisions for the improvement of Grammar Schools in Upper Canada : Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows :

1. Each city shall, for all Grammar School purposes, be a county ; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils ; but when, and so long as, the only Grammar School of the County is situated within a city, the Council of such County shall appoint one half of the trustees of such Grammar School.

Cities to be  
as Counties  
for Gram-  
mar School  
purposes.

2. Each County Council at its first session to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School situated in a town or incorporated village and within its jurisdiction, three fit and proper persons as Trustees of such Grammar School ; and the corporation of the town or incorporated village municipality, within the limits of which such Grammar School is or may be situated, shall also at its first session in January next, appoint three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, in each case, shall annually retire from office on the thirty-first day of January in each year (but may be re-appointed) ; and, on the incorporation hereafter of any village in which a Grammar School is established, the county and village councils shall at their first meeting in January next thereafter, appoint trustees in like manner as aforesaid for the Grammar School in such incorporated village ; and the vacancy occasioned by the annual retirement of trustees, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality, or otherwise, shall be filled up by such County, town or village Council, as the case may be, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve.

Appointm't  
of Trustees  
by County  
and Local  
municipali-  
ties.

As to villa-  
ges hereaf-  
ter incorpo-  
rated.

Filling  
vacancies.

3. The Trustees appointed as aforesaid shall be a corporation, and shall succeed to all the rights, names, powers and obligations conferred or imposed upon Trus-

Trustees to  
be a corpo-  
ration ;  
powers.

tees of Grammar Schools, by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.

Grammar School property vested in Trustees.

4. All property heretofore given or acquired in any municipality and vested in any person, or persons or corporation for Grammar School purposes, or which may hereafter be so given or acquired, shall vest absolutely in the corporation of Grammar School Trustees having the care of the same, subject to such trusts as may be declared in the deed or instrument under which such property is held.

Case of Union of Grammar and Common School Trustees provided for

5. In all cases of the union of Grammar and Common School Trustee Corporations, all the members of both Corporations shall constitute the joint Board, seven of whom shall form a quorum ; but such union may be dissolved at the end of any year by resolution of a majority present at any lawful meeting of the joint Board called for that purpose ; On the dissolution of such union between any Grammar and Common School, or department thereof, the school property held or possessed by the joint Board shall be divided or applied to public school purposes, as may be agreed upon by a majority of the members of each Trustee Corporation ; or if they fail to agree within the space of six months after such dissolution, then by the Municipal Council of the city, town or incorporated village within the limits of which such Schools are situated, and, in the case of unincorporated villages, by the County Council.

And case of dissolution of such union.

Condition of share in Grammar School fund.

6. No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said fund.

Basis of apportionment to Grammar Schools.

7. The apportionment payable half yearly to the Grammar Schools shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools ; such attendance shall be certified by the Head Master and Trustees and verified by the Inspector of Grammar Schools.

Condition on which a county may have an additional Grammar School.

8. No additional Grammar School shall be established in any county unless the Grammar School Fund shall be sufficient to allow of an apportionment at the rate of three hundred dollars per annum to be made to such additional school, without diminishing the fund which may have been available for Grammar Schools during the then next preceding year.

Differences between Trustees & Masters as to salary, &c., how to be settled.

9. All differences between Boards of Trustees and Head Masters and Teachers of Grammar or Common Schools in cities, towns and incorporated villages, in regard to salary, sums due, or any other such matter in dispute between them, shall be settled by arbitration



according to the provisions of the Common School law relating to such arbitrations ; and in cities, towns and incorporated villages the Local Superintendent, (being an officer of the Board concerned, and having no jurisdiction in the case of Grammar Schools) shall not act as an arbitrator ; but in the event of a difference of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.

10. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a Grammar School, unless he be a graduate of some University within the British Dominions ; but any person legally qualified and appointed to be a Head Master in any Grammar School during the year next before the passing of this Act shall be deemed qualified notwithstanding this section.

Qualifica-  
tion of head  
Masters.

11. Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction ; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.

Additional  
allowance  
for meteo-  
rological  
stations.

Number,  
&c., of such  
stations,  
how fixed.

12. It shall be lawful for the Governor in Council to prescribe a course of Elementary Military Instruction for Grammar School pupils, and to appropriate out of any money granted for the purpose, a sum not exceeding fifty dollars per annum to any school, the Head Master of which shall have passed a prescribed examination in the subjects of the military course, and in which school a class of not less than five pupils has been taught for a period of at least six months ; such classes and instruction to be subject to such inspection and oversight as the Governor in Council may direct.

Additional  
allowance  
for military  
instruction

Conditions

13. The provisions of the Acts relating to Grammar and Common Schools shall apply to the town of Richmond, in the county of Carleton, the same as to any other towns or incorporated villages.

School Acts  
to apply to  
Town of  
Richmond.

14. It shall be lawful for the Council of Public Instruction, with the sanction of the Governor in Council, to make regulations for giving to meritorious Common School Teachers, certificates of qualification which shall be valid in any part of Upper Canada until revoked.

Certificates  
to merito-  
rious  
Teachers.

15. So much of the Grammar and Common School Acts of Upper Canada, as are inconsistent with the provisions of this Act, are hereby repealed.

Inconsis-  
tent enact-  
ments  
repealed.



## 2. EXPLANATORY REMARKS ON THE NEW GRAMMAR SCHOOL ACT.

1. The *1st Section* of this Act is designed to harmonize the Grammar and Common School systems in cities. At present the County Council appoints all the trustees of Grammar Schools in the cities, and otherwise exercises exclusive municipal control over the school—although it is, to all intents and purposes, a city school, and is often aided from city funds. In regard to Common Schools, the city has the entire control of them.

2. The *2nd Section* is designed, also, to give *towns* and incorporated *villages* a voice in the management of the Grammar Schools within their respective boundaries; but it is not desirable to give them exclusive control, as the area of a town or village is not sufficient for the support of a school, and as many of the pupils come from outside of the town or village, and it is expedient to encourage such attendance. The town or village, however, should have an equal voice with the county in the appointment of trustees, as the Grammar School is chiefly supported by the smaller municipality, and is within its boundaries.

3. The *3rd Section* is a necessary supplement to the second.

4. The *4th Section* is designed to simplify the system of control over Grammar School property, and to fix the responsibility for its care and management in the trustee corporation. Many of the sites have been given by the Government or by private individuals, and the trustees, frequently, do not feel free to act under such circumstances. This section removes all doubt and uncertainty on this subject.

5. The union of Grammar and Common Schools referred to in the *5th Section*, does not, as a general rule, work well, nor is it desirable to encourage such unions. Experience has proved that the tendency of these unions is to impair the efficiency and lower the standard of both kinds of schools to a uniform level. The old law, passed in 1855, provided for the union of Grammar and Common Schools in rather a loose way, but did not provide for the dissolution of the union, nor for a division of the property, although, in many cases, such a dissolution was desired by the trustees. The old law also provided for the reduction of the number of Common School trustees, *after election*, from 8 to 6 on the joint Board, while it left the full number of 8 Grammar School trustees appointed by the County Council.

6. The principle embodied in the *6th Section*, is in harmony, though in a modified degree, with that of the Common School law which declares that each municipality receiving a share of the Legislative School Grant shall contribute an amount *equal* to the aid received. In this Act only *one half* of the amount granted is required as a condition of receiving aid. The Act does not declare that a municipal rate for this sum *shall* be levied. The amount may be contributed from the Clergy Reserve Fund, or from any other source, or from the general funds of the municipality. If a rate be imposed, however, it is not required that it shall be levied on the entire county, but it may be levied on the town, village, or township in which the Grammar School is situated.

7. The *7th Section* is intended to remove a gross anomaly in the present system of apportioning the Grammar School fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School

more than to the junior schools, unless the average daily attendance should fall below 10 pupils—although every one of these schools may be vastly superior to the senior school of the county. This section of the Act reduces the system of apportioning the Grammar School fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to the Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might be kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and universities. The Common School law amply provides for giving the best kind of a superior English education in *High Schools*, in the cities, towns, and villages, with primary ward schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work, is a misapplication of Grammar School funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical pupils was fixed at 20, and afterwards at 10. In our regulations we take the latter number.

8. The *8th Section* raises the minimum apportionment to be made to a new Grammar School from \$200 to \$300. The granting of \$200, without any sum being required from local sources, has had the effect of rapidly multiplying feeble and very inefficient Grammar Schools, with very inadequate provision for the support even of an inferior teacher. This section, in connection with the 6th, will have the effect of providing for each new school at least \$450, exclusive of fees, instead of the miserable pittance of \$200 and fees.

9. The *9th Section* harmonizes the Grammar and Common School laws in regard to arbitrations between trustees and teachers. The arbitration system has worked well, and affords an effectual protection to teachers. The local superintendent should not be an arbitrator, for the reasons given in the Act.

10. The *10th Section* simplifies the present law in regard to the qualification of Grammar School masters, and does away with the expense of a board of examiners, at present in existence. There is now an abundant supply of graduates in Canada for our 100 Grammar Schools. Confining the graduation to British universities, is not an objection to American universities, *per se*; but the standards and modes of teaching in the British and Canadian universities are more in harmony with the requirements of our Grammar Schools—leaving out of view the questions of political bias, and the desirableness of holding out inducements to our own young men to enter the universities.

11. The *11th Section* will render effective the provisions of the law relating to meteorological stations, of which several are now in operation. The observations are required to be taken *three times a day*, and recorded in a book, which necessitates the continuous attendance of some competent person at the station. The returns received from these stations have been, more than once, of use to the Committee of



the House of Assembly on Colonization and Emigration, and abstracts of them have been embodied in the reports of the committee. It is intended to publish the abstracts in the *Journal of Education*.

12. The 12th Section introduces a new feature into the instruction to be given in our Grammar Schools, and will enable them to become feeders to some Canadian Sandhurst, or West Point Military Academy, yet to be established.

13. The 13th Section is now necessary, as the town of Richmond refused, in 1850-51, to comply with the law which was then passed, relating to Common Schools, &c. It has not since been able to avail itself of the Act, owing to a technical legal difficulty.

14. The 14th Section gives effect to the wishes of a large body of Common School teachers, in Upper Canada. At present, teachers not trained in the Normal School have to undergo examination in every county or school circuit in which they may desire to teach.

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### PART III.

#### REVISED PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

*Prescribed by the Council of Public Instruction, under the authority of the Consolidated Grammar School Act, and of the Grammar School Improvement Act of 1865. Approved by His Excellency the Administrator of the Government in Council, November, 1865.*

#### PREFATORY EXPLANATION.

The twelfth section of the Upper Canada Consolidated Grammar School Act requires that, "In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Greek and Latin languages, and Mathematics, so far as to prepare students for University College, or for any College affiliated to the University of Toronto,—according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor General in Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations." In the seventh clause of the twenty-fifth section of the Act (after providing for the union of the Grammar and one or more Common Schools in any Municipality) it is provided that "no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English teachers."



2. From these provisions of the law, it is clearly the object and function of Grammar Schools, not to teach the elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the twelfth section, and the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Victoria, chapter 63, are binding upon all Boards of Trustees and officers of Grammar Schools throughout Upper Canada, with the exception of the Regulation in Section VIII. [page 40], which is discretionary with the Head Master and Trustees.

SECTION I.—BASIS AND CONDITIONS OF APPORTIONMENT OF THE GRAMMAR SCHOOL FUND.

1. The Seventh Section of the Act for the further improvement of Grammar Schools provides as follows:—"The apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

2. After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils who have passed the preliminary and final entrance examinations, and are pursuing the yearly subjects of one of the two courses of Studies prescribed in the Programme, be admitted or continued in any Grammar School.

SECTION II.—ADMISSION OF PUPILS STUDYING GREEK AND LATIN INTO THE GRAMMAR SCHOOLS.

1. The examinations and admission of pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all pupils to the Grammar Schools.

2. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the Summer Vacations; but the admission of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The

preliminary examinations for the admission of pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorized by law,\* or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes.

3. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly a passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work questions in the four simple rules of arithmetic. 5. Must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

4. To afford every possible facility for learning French, girls may, at the option of the Trustees, be admitted to any Grammar School on passing the preliminary and final entrance examinations required for the admission of boys. Girls thus admitted will take French (and not Latin or Greek) and the English subjects of the classical course for boys; but they are not to be returned or recognized as pupils pursuing either of the prescribed Programmes of Studies for the Grammar Schools.

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\* The *Upper Canada Consolidated Municipal Institutions Act*, 22 Vict., chap. 54, section 286, enacts that the Municipal Council of each County, City and Town separated, may pass By-laws for the following purposes:

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City or Town separated within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

3. *Pupils competing for University Prizes.*—For making permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for competing for any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

4. For making similar provision for the attendance at any County Grammar School, for like purposes, of pupils of the Common Schools of the County.

5. *Endowing Fellowships.*—For endowing such Fellowships, Scholarships or Exhibitions, and other similar prizes, in the University of Toronto, and in the Upper Canada College and Royal Grammar School there, for competition among the pupils of the Public Grammar Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youth thereof.



# SECTION III.--PROGRAMME OF STUDIES FOR CLASSICAL PUPILS IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

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CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. ARITHMETIC AND MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST, OR LOWEST.	Latin Grammar commenced. Arnold's 1st Latin Book.	None.	None.	Elements of English Grammar. Reading and Spelling.	Arithmetic. Revise the four simple rules. Reduction and Decimal Currency. Begin Simple Proportion.	Outlines of Geography.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar continued. Arnold's 2nd Latin Book. Cæsar commenced.	Greek Grammar commenced. Harkness' Arnold.	None.		Arithmetic. Revise previous work. Simple Proportion. Vulgar and Decimal Fractions. *Algebra. First four rules.	English History. Modern and Ancient Geography.	None.	Writing. Drawing. Vocal Music.
THIRD.	Cæsar continued. Virgil. Æneid, B. II. commenced. Latin Prose Composition. Prosody commenced.	Greek Grammar continued. Harkness continued. Lucian. Charon.	Grammar and Exercises (DeFras' vas').	Grammar. Elements of Composition.	Arithmetic continued. Algebra. Fractions. Greatest Common Measure & Least Common Multiple. Simple Equations. +Euclid, B. I.	English History continued. Ancient History. Modern and Ancient Geography.	Elements of Natural History.	Drawing. Vocal Music.
FOURTH.	Virgil. Æneid, B. II. completed. Livy. B. II., ch. 1 to 15 inclusive. Latin Prose Composition. Prosody continued.	Lucian. Life. Xenophon. Anabasis, B. I. ch. 7, 8. Homer. Iliad, B. I.	Grammar and Exercises continued. Voltaire. Charles XII, B. I., II., III.	Grammar. Composition. Christian Morals and Elements of Civil Government.	*Algebra. Involution and Evolution. Theory of Indices and Surds; Equations, Simple, Quadratic, and Indeterminate. +Euclid. Bb. I, II.	English History continued. History of Canada. Ancient Geography and History.	Elements of Natural Philosophy and Geology.	Drawing. Vocal Music. Book-keeping including a knowledge of Commercial Transactions.
FIFTH.	Cicero (for the Manilian law.) Ovid. Heroides, I. and XIII. Horace. Odes, B. I. Composition in Prose and Verse.	Xenophon. Anabasis, B. I, ch. 9, 10. Homer. Odyssey, B. IX. Previous subjects reviewed.	Corneille. Horace, Act IV. Review of previous subjects.		*Algebra. Progression and Proportion, with revision of previous work. +Euclid, Bb. III, IV.	Previous subjects Reviewed.	Elements of Physiology & Chemistry.	Drawing. Vocal Music. Telegraphy.

## Explanatory Memoranda to the foregoing Programme.

1. The above Programme is to be regarded as the model upon which each school is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Inspector.
2. Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, without reference to time.
3. Vocal Music and Telegraphy are optional.

\* Todhunter's or Sangster's.

+ Potts' or Todhunter's.



SECTION IV.—ENTRANCE EXAMINATION AND PROGRAMME OF STUDIES FOR PUPILS NOT INTENDING TO STUDY GREEK OR LATIN.

1. Pupils desiring to become Surveyors, or to study for matriculation in the University of Toronto as students of Civil Engineering, or to study the higher English branches and French without taking Greek or Latin, must have obtained, before entering the Grammar School, such an acquaintance with the English branches as may be got in good Common Schools. Such pupils, before admission to the Grammar School, must pass an entrance examination in the following subjects :—

*Arithmetic.*—Proportion, with Vulgar and Decimal Fractions. (To be thoroughly understood.)

*Geography.*—An accurate knowledge of General Geography.

*English Grammar.*—The analysis and parsing of ordinary sentences.

2. The preliminary entrance examination to be conducted in the same way as that prescribed for other Grammar School pupils, and to have only a temporary force until the candidates for entrance are examined and finally admitted by the Inspector.

3. The course of study for pupils of the above classes to be as follows :

*First Year.*

Arithmetic, from Fractions to end of the book.

Algebra, to the end of Simple Equations.

Euclid, Books I., II., III., IV., with definitions of Book V.

Elements of Natural History (including Botany) and Physiology.

French Grammar and Exercises.

Voltaire's *Histoire de Charles XII.*, Books I., II.

Outlines of British History to the present time.

English Grammar and Composition.

Drawing from Copy.

Book-keeping, including a knowledge of Commercial Transactions. Telegraphy (if desired).

*Second Year.*

Algebra continued.

Euclid, Book VI.

Elements of Chemistry and Natural Philosophy.

\*Nature and use of Logarithms.

\*Plane Trigonometry, as far as the solution of Plane Triangles.

French Grammar and Exercises, continued.

Voltaire's *Histoire de Charles XII.*, Book III.

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\* These subjects to be optional in the case of boys not preparing for Surveying, or for matriculation in the University in Civil Engineering.

Corneille's Horace, Act IV.

Geography reviewed, and Map Drawing on the Black-board.

History of Canada and of other British North American Provinces.

English Composition.

Christian Morals, and Elements of Civil Government.

#### SECTION V.—DUTIES OF THE HEAD MASTER AND TEACHERS.

1. Each Head Master and Teacher of a Grammar School shall punctually observe the hours for opening and dismissing the School; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school are conducted as stated in the preceding section; shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every Head Master shall keep the daily, weekly and quarterly register of his school, according to the forms and instructions authorized by law. In addition to which every Head Master shall keep, or cause to be kept, a class register in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The Head Master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The Head Master shall practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the Head Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Chairman of the Board of Trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the Board of Trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the Head Master his regret for such course of con-



duct, as openly and as explicitly as the case may require, shall, with the approbation of the Board and Head Master, be re-admitted to the school.

6. The Trustees having made such provisions relative to the school house and its appendages, as are required by the fifth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 63, it shall be the duty of the Head Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

#### SECTION VI.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Head Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Head Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Head Master, forfeits his standing in his class and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Board of Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Board of Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.



SECTION VII.—TERMS, VACATIONS, DAILY EXERCISES AND HOLIDAYS.

1. There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the seventh of January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the fifteenth of October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the twenty-second of December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be a holiday; or if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoons of Wednesday and Saturday in each week shall be half holidays. The anniversary of the Queen's birth day shall be a holiday in all the Grammar and Common Schools of Upper Canada.

4. The public half-yearly examinations required to be held in each Grammar School by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Viet., cap. 63, shall take place, the one immediately before the Christmas Holidays, and the other immediately before the Summer vacation.

5. [Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.]

6. Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school-teaching days of each year to be selected by such teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.\*

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\* Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees; and, in addition, the Grammar School Master must communicate with the Educational Department, so that he may not be absent during the visits of the Inspector to his School. In order that no loss of apportionment may accrue to any school in consequence of the Master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays or half holidays, nor will such time be reckoned by the Department.

## SECTION VIII.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Board of Trustees and Head Master of each Grammar School. But it is suggested that the Lord's Prayer form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Head Master of the School.

## FORMS OF PRAYER RECOMMENDED.

## I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

*Let us pray.*

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant, that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

## II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

*Let us pray.*

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our tem-



poral and eternal welfare ; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind ; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord ; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven ; give us this day our daily bread ; and forgive us our trespasses, as we forgive them that trespass against us ; and lead us not into temptation ; but deliver us from evil ; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

#### SECTION IX.—DUTIES OF THE INSPECTOR OF GRAMMAR SCHOOLS.

1. *Admission of Pupils.*—It shall be the duty of the Inspector, not only to examine the Grammar Schools as heretofore, but to examine and finally to admit all pupils into the schools, according to one of the entrance examinations prescribed, and to ascertain by careful investigation, how far each Grammar School is fulfilling the conditions of the law and is conducted as the law and general regulations require, and to report forthwith to the Chief Superintendent, any case of failure or delinquency in these respects.

2. *Inquiries of Inspector.*—It shall also be the duty of the Inspector of Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination in such manner as he shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things :

*a. Mechanical Arrangements.*—The tenure of the property ; the materials, plans and dimensions of the buildings ; when erected and with what funds built ; neighbourhood ; how lighted, warmed and ventilated ; if any class rooms are provided for the separate instruction of part of the pupils ; if there is a lobby or closet for hats, cloaks, book-presses, &c. ; how the desks and seats are arranged and constructed, and with what conveniences ; what arrangements for the teacher ; what play-ground is provided ; what gymnastic apparatus, if any ; whether there be a well, and proper conveniences for private purposes.

*b. Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic,



Geography, &c. ; the apparatus provided, as maps, globes, blackboards, models, cabinets, library, &c.

*c. Organization.*—Arrangement of classes ; whether each pupil is taught by the same teacher ; if any assistant or assistants are employed ; to what extent ; how remunerated ; how qualified.

*d. Discipline.*—Hours of attendance ; usual ages of pupils admitted ; if the pupils change places in their several classes ; or whether they are marked at each lesson or exercise, according to their relative merits ; if distinction depends on intellectual proficiency and moral conduct, or on moral conduct only ; what rewards, if any ; whether corporal punishments are employed : if so, their nature, and whether inflicted publicly or privately ; what other punishments are used ; management in play hours ; whether attendance is regular ; what religious exercises are observed ; and what religious instruction is given, if any.

*e. Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed ; if mutual, the number of monitors, their attainments, how appointed, how employed ; if simultaneous, that is by classes, in what subjects of instruction ; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects ; to what extent the intellectual, or the mere rote method is pursued, and on what subjects ; how far the interrogative method only is used ; whether the suggestive method is employed ; whether the elliptical method is resorted to ; how the attainments in the various lessons are tested—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

*f. Attainments of Pupils.*—1. *Reading and Spelling* ; whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words ; whether they can spell correctly. 2. *Writing* ; whether they can write with ordinary correctness, or with ease and elegance. 3. *Drawing* ; linear, ornamental, architectural, geometrical ; whether taught, and in what manner. 4. *Arithmetic* ; whether acquainted with the simple rules, and skilful in them ; whether acquainted with the tables of moneys, weights, measures, and skilful in them ; whether acquainted with the compound rules and skilful in them ; whether acquainted with the higher rules and skilful in them ; 5. *Book-keeping*. 6. *English Grammar and Composition* : whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition ; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English classic

authors, in both prose and poetry. 7. *Geography and History*; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. *Christian Morals and Elements of Civil Government*; how far taught, and in what manner. 9. *The Languages*—Latin, Greek and French; how many pupils in each of these languages; whether well grounded in an accurate knowledge of their grammatical forms and principles; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. *Algebra and Geometry*; how many pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. *Elements of Natural Philosophy and Chemistry*, as prescribed in the programme; whether taught; what apparatus for teaching them; how many pupils in each. 12. *Vocal Music*; whether taught, and in what manner.

g. *Miscellaneous*.—How many pupils have been sent from the school to, and how many are preparing for matriculation in some University. 2. Whether a register and visitor's book are kept, as required by the regulations, and whether the trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations; and whether the required public examinations have been held. 4. What prizes or other means are offered to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced, and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of Grammar Schools generally.

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#### PART IV.

### DEPARTMENTAL REGULATIONS FOR THE METEOROLOGICAL STATIONS OF UPPER CANADA.

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#### 1. SUMMARY OF GENERAL INSTRUCTIONS.

Each observer, at the Grammar School Stations, is required,—

- I. To adhere strictly to the directions contained in the book of "*General Instructions for making Meteorological Observations*."
- II. To follow carefully the instructions in the "*Synopsis of Daily Routine of Observation*," (on next page).



III. To keep accurately the following Registers :

- |           |   |  |
|-----------|---|--|
| 1st Book. | } | Form A.—The Ordinary Daily Register Book.                    |
|           |   | “ B.—The Daily Register of certain Quantities for the Month. |
|           | } | Form C.—Monthly Abstracts of Meteorological Observations.    |
| 2nd Book. |   | “ D.—The Monthly Abstract continued.                         |
|           |   | “ E.—The Annual Summary of Meteorological Observations.      |
| 3rd Book. |   | The Meteorological Record Book, Upper Canada.                |

IV. To transmit punctually to the Department, at the close of each month, duly certified, the following abstracts—of which forms are gratuitously issued for that purpose :

1. Form C.—Monthly Abstract of the Daily Record of Meteorological Observations.
2. Form D.—Monthly Abstract of the Daily Record of Barometer, Temperature, Auroras, Meteors, &c.;—and at the end of the year, as above.
3. Form E.—Containing an Annual Summary of Meteorological Observations at the Station.

V. To receive back and promptly return, duly corrected, any of the abstracts or forms returned for correction. (N. B. These returns are to be prepaid by the sender with one cent stamp, as authorized by the Honourable the Postmaster General.)

[N.B.—It is intended, now that the stations have been placed on a more satisfactory and permanent footing, to publish the abstracts (which will be carefully examined) in the *Journal of Education* monthly. With the earnest co-operation of the observers, a valuable record of phenomena in Meteorology will thus be available to the public.]

VI. All instruments and Registers, after the first supply has been furnished, are to be procured from this Department at the cost of each Station. The monthly and yearly forms to be transmitted to the Department are supplied gratuitously to the observers on their application.

VII. One-third of the maximum sum allowed by law to each Station will be paid by the Department at the end of the first half year, on receipt, at the times specified, of the foregoing, and such other abstracts as the Department may require, provided they are found to be correct and prepared in accordance with the instructions which have been issued on the subject. The remaining two-thirds of the allowance

will be paid at the end of the second half-year, on receipt of the monthly and yearly abstracts, on the same conditions as above.

N. B. The omission to take and record observations during any one month, or portion of a month, will subject the station to a loss of Thirty Dollars ;—or the failure to transmit regularly to the Department the required monthly or yearly forms, will subject the Station to the loss of the allowance for the half-year during which the omission or failure takes place.

NOTE.—The section of the Grammar School Improvement Act of 1865, authorizing these Meteorological observations, is as follows :—  
“Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the forms and regulations provided by the Department of Public Instruction ; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.”

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## 2. SYNOPSIS OF THE DAILY ROUTINE OF OBSERVATION.

HOURS OF OBSERVATION : *Seven* o'clock a.m. ; *One* p.m. ; and *Nine* p.m.

I. BAROMETER. 1. Gently tap the tube. (Section I., Article 1, page 5, of the *General Instructions for making Meteorological Observations at the Grammar School Stations in Upper Canada*, 1857.)

2. Read the attached thermometer.

3. Adjust the cistern.

4. Adjust the index.

5. Read the scale and vernier.

II. THERMOMETER. 1. Read the dry-bulb thermometer. (Sec. I., Art. 2, page 7, of do.)

2. Read the wet-bulb thermometer. (Sec. I., Art. 7, page 10, of do.)

3. Repeat the reading of the dry-bulb thermometer. (Sec. I., Art. 7, page 11, of do.)

III. WIND AND CLOUDS. Note the direction and velocity of the wind (Sec. II., Arts. 9, 10, page 12 and 13) ; the amount of



cloudiness (Art. 11, page 13); the general appearance of the sky (Sec. III., Art. 27—30, page 19), including the class, distribution, and motion of the clouds, (See note below), with the state of the weather generally.

NOTE.—(1) In the column headed "clouds in motion," in *Monthly Abstract*, Form C, instead of describing the *class* of clouds, observers should enter the point of the compass *from* which the clouds are moving. If the clouds seem to be stationary, write "*calm*," if there be no clouds, write "*clear*." As in the case of wind, the direction will be indicated by the nearest of the *eight* principal points. Attention is called to the fact that, in many instances, observers, instead of *invariably* entering the letters which indicate the wind's direction in the column headed "wind direction," have, here and there, supplied their places by a blank or stroke (—), thus leaving the direction uncertain. This substitution of a stroke for the proper letters should be avoided, and if the observation has been omitted the fact should be stated in the paper.

SPECIAL. 1. At 1 p.m. measure the rain (Sec. I., Art. 8; Sec. III., Arts. 36—38, page 22).

2. At 9 p.m. read the maximum and minimum thermometers, and re-set them (Sec. I., Arts. 4, 5, page 8).

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### 3. METEOROLOGICAL STATIONS IN UPPER CANADA.

His Excellency, the Administrator of the Government in Council, has been pleased, on the recommendation of the Council of Public Instruction for Upper Canada, to approve of the following meteorological stations in Upper Canada, in terms of the eleventh Section of the Grammar School Improvement Act of last session, viz.: Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and Pembroke. The eleventh section of the Act is as follows:—

"Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the forms and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council."

## PART V.

CIRCULARS FROM THE CHIEF SUPERINTENDENT  
OF EDUCATION.1. TO BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS IN UPPER  
CANADA,

WITH THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT AND REGULATIONS.

GENTLEMEN,—I herewith transmit you a copy of the new “Grammar School Improvement Act,” and of the revised Programmes of Studies, which have received the approval of the Governor-General in Council, and which are designed to give effect to the wishes of the Legislature, and the comprehensive objects of the Grammar School law, namely: to make the Grammar Schools the high schools of their respective localities—intermediate schools between the Common Schools and the University—to prepare youth to matriculate in the University, in arts, in law, and in the department of civil engineering, to give to intended surveyors their preliminary education, and to impart the higher branches of an English and commercial education to those youth whose parents do not wish them to study Greek or Latin.

2. My printed Circulars to the Municipal Councils of counties, cities, towns, and incorporated villages, explain the equitable and public grounds on which a liberal municipal support may be reasonably and confidently expected to be given to the Grammar Schools. By the provisions of the new Act, a sum equal to one-third will be added to the Grammar School fund, for the payment of teachers’ salaries. One condition required by the regulation is, that “after the 1st day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School fund unless suitable accommodations are provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin.” It is not worth while to have a Grammar School in a place where there is not sufficient interest in it to provide suitable accommodations, or the material for the attendance at the Grammar School of at least ten regular pupils in those subjects, the teaching of which was its primary object. It



is much better to concentrate the school fund, and to give adequate support to a smaller number of good Grammar Schools, than to dissipate it on a large number of inefficient and nominal schools.

3. Hitherto, many of the Grammar Schools have done little as classical schools, and taught few, if any, of the English branches of a good education, which have been as well, if not better taught, in many of our Common Schools. The object of the law, and of the revised Programmes of Studies, is to prevent any further dissipation of the Grammar School fund in this way; to prevent the Grammar Schools from poaching upon Common School ground, or being rivals of Common Schools; to make them English high schools; and to render them efficient in their appropriate work of elementary classical, and superior English education. But while it is intended that they shall accomplish, to as great an extent as possible, the ends of good classical schools, special regard is had in the second, or English course of studies, to the increasingly wide and pressing demands of a high English and commercial education, supplementary to the elementary education which is provided in the Common Schools.

4. It will be observed, that the pupils are not to take certain subjects of the Grammar School course as a matter of form, in order to be retained as Grammar School pupils, while they are, in reality, but Common School pupils, almost wholly employed in learning the elementary subjects of Common School instruction. None can be recognized as Grammar School pupils but those who really are so, and who are *bonâ fide* pursuing the whole of the subjects in one of the two *courses* of studies prescribed in the Programmes. The pupils of all the schools are to be finally admitted, on examination, by the Inspector. This places all the schools on the same footing, and brings the pupils of each, on their admission, up to the same standard; and every school shares in the fund according to its work, irrespective of county or locality. Under the provisions of the new Act, there is no apportionment to counties according to population, nor any distinction between senior and junior Grammar Schools; but, as the seventh section of the Act expresses it: "The apportionment, payable half yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the head master and trustees, and verified by the inspector of Grammar Schools."

5. During more than ten years, I have employed my best

exertions to get the great principle of our Common School system applied to that of the Grammar Schools, namely: the principle of each municipality providing a certain proportionate sum, as a condition of sharing in the school fund provided by the Legislature. This is the vital principle of our Common School system, and is the main element of its wonderful success. The intelligent liberality of the municipalities has far exceeded the requirements of the law in relation to our upwards of four thousand Common Schools; I doubt not a like liberality and intelligence will soon be shown in regard to our one hundred Grammar Schools.

6. Relying upon the liberal co-operation of the county, city, town, and village municipalities, and to facilitate, as far as possible, the labours of the trustees, I will make and pay the next year's apportionment of the Grammar School fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the school fund, until the deficiency is made up.

7. With the additional co-operation and means which the new Act provides in behalf of Grammar Schools, and the practical Programme of Studies prescribed, it remains for the trustees to employ their earnest and patriotic exertions to make the Grammar Schools, under the Divine blessing, fulfil their noble mission, and prove an honour, as well as a general blessing, to the country.

I have the honour to be,

Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE,

TORONTO, 1st December, 1865.

## 2. CIRCULAR TO WARDENS OF COUNTIES IN UPPER CANADA,

### ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,—I have the honour to enclose you herewith, for the information of the County Council over which you preside, a copy of the new Grammar School Improvement Act; by the provisions of which, it will be seen that cities, with one exception, are made counties for Grammar School purposes; and the



County Council will hereafter appoint one-half of the members of the Board of Trustees of any Grammar School situated in any Town or incorporated Village, and the municipal Council of such Town or Village will appoint the other half of the members of such Board. In regard to Grammar Schools not situated in any Town or Incorporated Village, the new act makes no change in the mode of appointing Trustees; the appointment of these trustees still rests with the County Council.

2. The great object of this Act is to make Grammar Schools what they were intended to be, and what they ought to be,—namely: Intermediate Schools, between the Common Schools and the University Colleges—to prepare these pupils for matriculation into the University, who intend to acquire an University education—to impart to other pupils the higher branches of an English education, including the elements of French, for those who intend to engage in the various pursuits of life without entering the University—and also to impart a special preparatory education to those who intend to become Surveyors and Civil Engineers.

3. It is upon this broad basis, and with these comprehensive and important objects in view that the programme of studies and regulations have been revised; and on these grounds they present strong claims to the liberal support of the counties and municipalities where they are established—not, in any way, being the rivals of the Common Schools, nor permitted to do Common School work, but to perform a higher educational work of the greatest importance to the advancement of the country, which can neither be done by the Common School on the one hand, nor by the College on the other.

4. The progress, institutions, professions and employments of our country, together with the influx of many well educated persons from other countries, render these intermediate Schools an indispensable necessity, if our native youth are to maintain their proper position in society, and if our country is to maintain its rank in comparison with other educating and progressive countries. But the Grammar Schools cannot accomplish the objects of their establishment without further aid in addition to that of the small Fund provided by the Legislature. No such schools ever did fulfil their mission by mere fees of pupils and a small Legislative grant, without liberal local support, unless they had a large independent endowment—which is not the case with the Grammar Schools of Upper Canada. The County Councils have, of late years, created a large number of Grammar Schools; and the authors of any offspring ought not to leave it to languish and starve for want of support.

5. It appears from the returns of 1864, that to 49 of the 101

Grammar Schools some municipal aid had been granted last year ; but the other 52 Grammar Schools have had no other resources than fees of pupils and the apportionment from the Grammar School Fund. It is not, therefore, surprising that so many of the Grammar Schools are little better than Common Schools, and some of them, both in accommodations and efficiency, inferior to the Common Schools in the same Town or Village. This ought not so to be. All reasonable men must admit that it is better to discontinue the Grammar Schools where there are no materials for their operations and support, and concentrate joint legislative and municipal appropriations upon a smaller number of good Grammar Schools, than to dissipate these funds upon a large number of poor and needless schools. In order to remedy this evil to some extent, it has been provided that no Grammar School shall be entitled to share in the Grammar School Fund which has not proper accommodations provided for it, and an average attendance of at least ten pupils in one of the languages, for teaching which that fund was originally created ; and the *Sixth* section of the new Grammar School Improvement Act provides that “ No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purposes as said Fund ” —namely, for the salaries of Teachers.

6. The Act does not say in what way the proportionate sum from “ local sources ” shall be provided ; but I would suggest that, as the County Council appoints one half of the Board of Trustees for the management of each Grammar School, the County Council should provide one half of the sum required by law to be provided from “ local sources ” as a condition of sharing in the Fund. But a higher and broader ground for this suggestion is, not only that the Grammar School is a national school and the country has a special interest in it, as has the country at large, as evinced by the Legislative provision for Grammar Schools, but a large number of rate payers in the country do not send their children to the Common Schools, but to the Grammar and other Schools ; yet their properties are largely assessed for providing Common School premises and for supporting Common Schools. It is but equitable, therefore, to these ratepayers—apart from other considerations—that a small portion, at least, of the school assessments in counties should go to support the one or more county Grammar Schools. It is to be recollected that the county school assessment forms but a small part of the assessments levied (by Municipal Councils and Trustees) in the county for School purposes ; and it is only by the County Council granting some part of its school



assessments in aid of Grammar Schools, that it can do justice to those ratepayers who have sent or are sending their children to the Grammar and to other than Common Schools, yet have paid assessments in all past years for the support of Common Schools. Therefore, upon these personal grounds of equity between different classes of ratepayers, as well as upon these broad, public and national grounds, I trust your County Council will aid in doing for the few Grammar Schools what has been so long and liberally done by all classes for the Common Schools.

7. Relying upon your intelligent and liberal co-operation (which you have so nobly evinced in regard to the Common Schools), and anxious to the utmost of my power to facilitate the exertions of your Grammar School Trustees, I will make and pay the apportionment for 1866 in aid of each Grammar School conducted according to law, without waiting for the payment of the proportionate sum required by law to be provided from local sources. The vital principle of our Common School system, and the most potent element of its great success, is this co-operation between the Legislature and each municipality in its support. Many municipalities have far exceeded the required conditions of the law in making provision for Common Schools ; I trust, by a similar intelligence and liberality in regard to the Grammar Schools, it will soon be your happiness to see them, equally with the Common Schools, fulfilling their appropriate mission, and conferring inestimable blessings upon the country.

I have the honour to be, Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 9th Nov., 1865.

### 3. CIRCULAR TO MAYORS OF CITIES IN UPPER CANADA,

#### ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,—I have the honour to transmit herewith, for the information of the Council over which you preside, a copy of the new Grammar School Improvement Act, the first section of which provides, that “Each city shall, for all Grammar School purposes, be a County ; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils ; but when, and so long as, the only Grammar School in the County is situated within a City, the Council of such County shall appoint one half the Trustees of such Grammar School.” The City of Kingston is the only city to

which the latter clause of this section of the Act applies. The sixth section of the Act provides, that "No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to each school, and expended for the same purpose as the said fund"—namely, for the payment of Teachers' salaries. I have suggested to the County Council, that as it, jointly with your City Council, appoints the Trustees, each Council should provide one half of the amount required to be raised from local sources. This may be done by making an appropriation from the clergy reserve moneys, or from the general funds of the municipality.

The new Act places your Grammar School wholly under the management of a Board of Trustees, appointed by your Council; and the object of the Act and of the recently revised Programme of studies is, to make your Grammar School what it ought to be, a High School for your City—an intermediate School between the Common Schools and the University—preparing pupils to matriculate into the University, either in arts, or law, or in the department of civil engineering, providing for intended surveyors their preliminary education, and imparting the higher branches of an English and commercial education to those youths whose parents do not wish them to study Greek or Latin. The progress and institutions of our country render such schools an indispensable necessity.

3. Considering, therefore, the objects and importance of your Grammar School, and that it is to be henceforth under the management of a Board of Trustees appointed by your Council, I confidently trust that nothing will be wanting on the part of your Council to provide as liberally for the accommodations and support of your Grammar School as you have for the accommodation and support of your Common Schools. Many of your citizens have never sent their children to the common schools, though their property has been largely taxed to provide for the accommodation and support of those schools. It is but just, therefore, to such citizens, apart from other higher and more public considerations, that a portion of your future School assessments should go to provide for the accommodation and support of your public Grammar School.

4. Relying upon your intelligent and liberal co-operation in regard to your Grammar School, and desirous of facilitating, as far as possible, the exertions of the Trustees which you may appoint, I will pay the apportionment to it in 1866, without waiting for the proportionate sum required by law to be provided from local sources. I trust your Grammar School will soon take its appropriate place among the public schools of your



city—so honourable to the citizens and so hopeful for their offspring.

I have the honour to be, Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 12th Nov., 1865.

4. TO MAYORS OF TOWNS, AND REEVES OF INCORPORATED  
VILLAGES IN UPPER CANADA,

ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,—I have the honour to transmit you herewith—for the information of the Council over which you preside—a copy of the new Grammar School Improvement Act of 1865; by the second section of which your Council will, hereafter, have the appointment of one-half the members of the Board of Trustees for the Grammar School situated within your municipality. Your County Council still retains the appointment of the other half of the members. I enclose you herewith a copy of the Circular which I have addressed to your County Council on this subject; and I beg to call the attention of your Council to the remarks contained in that Circular on the objects of the new Act, the relations and character of Grammar Schools, and the importance and obligations of providing for their support.

2. The sixth section of the Act provides, that “No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose of said fund”—namely, for the salaries of teachers. The Act does not prescribe any particular mode of providing this proportionate sum “from local sources;” but I have suggested that the County Council provide one half of it, as that Council appoints one half of the members of the Board of Trustees; and I now take the liberty of suggesting that your Council, as it appoints the remaining half of the members of the Board, should provide the other half of the sum required from local sources—that is, one quarter of the sum which I shall apportion and pay to your Grammar School out of the fund provided by the Legislature for that purpose. Indeed, as the Grammar School is situated in your municipality, the expenditure for its support takes place there, and the greater part of its advantages are there enjoyed; and, moreover, as the property of many of your ratepayers, who send their children to the Grammar School, has long been taxed for your Common School purposes, I hope your Council

will, upon the ground of equity between one rate-payer and another, as well as upon public grounds, liberally provide for the accommodations and support of your Grammar School, as you have done for Common School accommodations and support; and especially as it is the object of the new Act, and of recent Regulations, to make the Grammar Schools what they ought to be, and what the progress and institutions of the country demand, viz.: intermediate schools between the Colleges and the Common Schools, doing work of the greatest importance, which cannot be done by either the Colleges or Common Schools; imparting to the youth the higher branches of an English education; preparing students for the University; and giving the necessary preliminary education to those who wish to become surveyors and to matriculate in the department of civil engineering in the University. The Programme of studies has been revised and adapted to promote these objects, as well as to provide a thorough commercial education. Thus your Grammar School may be made truly and practically the High School of your municipality; and I earnestly hope that nothing will be wanting on the part of your Council to render it so, as, I can assure you, I will heartily co-operate with you in every way in my power for that purpose.

I have the honour to be, Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 10th Nov., 1865.

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## PART VI.

### PROGRESS OF GRAMMAR SCHOOL EDUCATION IN UPPER CANADA.

With a view to furnish the reader with a brief view of the history and progress of Grammar School Education in Upper Canada, the following summary sketch on the subject is inserted:

In 1789, in compliance with a memorial presented to Governor General Lord Dorchester, praying for the establishment of a public school near Cataraqui (Kingston)—the most central part of Upper Canada—he directed the setting apart of land for the endowment of schools in the new townships in that part of the Province; but no school was actually established at that time.

In 1792, a private Classical School was established at Newark (Niagara), and in 1796, one was established at York (Toronto).

In 1797, the subject having been brought before the Upper



Canada Legislature by Governor Simcoe, on a despatch received from the Duke of Portland, a memorial was sent to the King, praying for the grant of a sufficient quantity of land to endow a Grammar School in each of the four districts into which the new province was divided, and a University for Upper Canada. The prayer of the memorial was granted; and 500,000 acres of land were set apart for the purposes specified. In 1798, President Russell requested his Executive Council, the judges and the law officers of the Crown, to submit to him a scheme of education for the Province. They did so; and recommended a sum of money to be granted for the erection of a school house at Kingston, and in the Newcastle District, for the accommodation of 100 pupils, with a residence for the master. They also recommended that a University be erected at York. The claims of Cornwall and Sandwich for a school were, in the mean time, to remain in abeyance. Nothing was done, however, except to bring out from Scotland, Mr. (now the Right Rev. Bishop) Strachan, as President of the proposed College. Before Mr. Strachan arrived, however, the project of the College was abandoned, Governor Simcoe went to England, and Dr. Strachan opened a school at Kingston and subsequently one at Cornwall.

In 1806, a temporary Act was passed, establishing a Public School in each of the eight districts into which Upper Canada was divided, and granting £100 per annum for each teacher. In 1807-8, this Act was made permanent.

In 1817, Common Schools were first established by law in Upper Canada.

In 1819, another District School was opened; and provision was first made for holding public examinations—for reporting on the condition of the schools to the Government and for educating ten Common School pupils as free scholars at each District School. The allowance of £100 was reduced to £50 wherever the number of pupils did not exceed ten.

In 1823, a Provincial Board of Education was established. In 1824 the germs of a library system were developed. Subsequently, and down to 1839, other steps of progress were made.

In 1839, the terms "District School" were changed to those of "Grammar School;" and £200 were offered to each District which would raise an equal amount for the erection of a Grammar School building. £100 were also offered for the establishment of a school in each of four towns (not nearer than six miles to the County Town) at which not less than sixty pupils were to be educated.

In 1853, the Grammar School Act was passed. To render the transition from an old to a new system more easy, many of the provisions of the former Grammar School Acts were

retained. For instance, (1) the distinction between senior and junior County Grammar Schools—(2) the granting of £100 to each senior County Grammar School over and above that given to a junior school, on condition (3) that the daily average number of pupils reached ten, and £50 in case the average was below ten. These senior schools were, however, required to make meteorological returns to the Educational Department.

In order to see what has been the gradual progress in the number of Grammar Schools in Upper Canada and the number of pupils attending them, we append the following table:—

In the Year	No. of Schools.	No. of Pupils.	In the Year	No. of Schools.	No. of Pupils.
1844 ..	25 ..	1,000 approx.	1864 ..	95 ..	5,590
1854 ..	64 ..	4,287	1865 ..	104 ..	*5,700 estim.
1863 ..	95 ..	5,352			

Of the 5,590 pupils in the various branches of instruction in 1864, there were as follows:—

In the English branches .....	5,425
In Latin .....	2,825
“ Greek .....	726
“ French .....	1,729
“ Mathematics .....	5,387
“ Geography .....	4,963
“ History .....	3,833
“ Physical Science .....	2,911

In 1865, the number of pupils attending Grammar Schools from the cities, towns, and villages (incorporated) are about ... 4,400  
Ditto ditto from Counties ..... 1,300

Estimated total as above..... 5,700

—showing that while the new Act will give County Councils equal power with Town and Village Councils to appoint trustees, only one-fourth of the pupils attend from the rural portions of the country over which the County Councils exercise jurisdiction.

In order to see what was the financial condition of these schools in 1864, we append the following summary:—

Legislative School Grant paid in 1864 for Masters' Salaries. \$45,000†	
Municipal Grants .....	\$15,913
Fees ....	19,353
Former years' balance..	\$9,974
Less balance of 1864 carried to 1865 ...	5,029
	<hr/> 4,945
Legislative Grant for Maps, Prizes, etc.....	600
	<hr/> 40,800

Grand Total Expended in 1864..... \$85,800

\* This number was, however, reduced in the course of the year by the exclusions required under the new regulations.

† Not including about \$6,000 not paid within the year.



The fees paid were from \$1 to \$8 per pupil, according as the school was supported by Municipal Grant or otherwise.

The highest salary paid to the Head Master of any school was \$1,200—the lowest \$300—average \$680, as follows:—

4 Masters at.....	\$1,200		
1 " .....	1,100 and less than.....	\$1,200	
6 " .....	1,000 " " .....	1,100	
3 " .....	900 " " .....	1,000	
13 " .....	800 " " .....	900	
17 " .....	700 " " .....	800	
28 " .....	600 " " .....	700	
11 " .....	500 " " .....	600	
7 " .....	400 " " .....	500	
2 " .....	300 " " .....	400	

Average salary of 92 Masters, \$680 per annum.

There was no increase in 1863 or 1864 in the number of Grammar Schools established. But owing to the increase in the sums available for Grammar Schools in the latter year, some additional Grammar Schools were established in rural parts of the country in 1865.

The new regulations have had a highly stimulating effect upon the attendance of nearly all the Grammar Schools; and the new law will very greatly increase their value and efficiency.

The following grants to Grammar Schools were made by city, town, village and county municipalities in Upper Canada for 1864. Of the 49 grants made, 14 were chiefly for building purposes—leaving 35 only for teachers' salaries and current expenses:—

4 grants of from \$10 to \$30	5 grants of from \$500 to \$600
4 " " 60 to 100	2 " " 600 to 700
24 " " 150 to 300	1 " " over 3,000
9 " " 400 to 500	—
	49

These forty-nine grants amounted to \$15,913; deducting however, a portion of the large extra sum of \$3,117 granted for building purposes in Napanee, the average grant from each of the 49 municipalities would be \$250.

From these Municipal Grants, which we see reached the sum of ..... \$15,913  
we deduct the sums paid for building, rent and repairs,  
amounting to..... 6,139.

\$9,774.

Thus leaving available from Municipal Grants for teachers' salaries only about one-fifth of the amount of the Legislative Grammar-School Grant available for 1864—or about \$100 to each of the ninety-five Grammar Schools in Upper Canada in that year.

## PART VII.

## SUBJECTS FOR THE MATRICULATION EXAMINATION AT THE UNIVERSITIES OF UPPER CANADA.

## I.—UNIVERSITY OF TORONTO.

**1. Faculty of Arts—Junior Matriculation.**—CLASSICS.—Lucian, Charon and Life. Homer, Iliad, B. I. Cicero, for the Manilian law. Virgil, Æneid, B. II. Translation from English into Latin Prose.

MATHEMATICS.—Arithmetic. First four Rules of Algebra, and Simple Equations. (Todhunter's Algebra for Beginners.) Euclid, B. I. (Colenso's, Potts' or Todhunter's.)

MODERN LANGUAGES.—*English*.—Grammar. *French*.—Grammar and Exercises. (De Fivas'.) Voltaire, Histoire de Charles XII., Bb. I, II, III. Corneille, Horace, Act IV.

HISTORY AND GEOGRAPHY.—Outlines of English History to the present time. Outlines of Roman History to the death of Nero. Outlines of Grecian History to the death of Alexander. Outlines of Ancient and Modern Geography.

\* The following are the subjects of examination for matriculation into the other faculties in the Universities of Upper Canada,

## I. UNIVERSITY OF TORONTO.

**Faculty of Law—Junior Matriculation.**—CLASSICS.—Xenophon, Anabasis, B. V. Homer, Iliad, B. VI. Livy, B. V., Chaps. I. to XXV. inclusive. Horace, Odes, B. III. Ovid, Fasti, B. I. Translation from English into Latin Prose.

MATHEMATICS.—Arithmetic. Algebra. (Todhunter's Algebra for Beginners.) Euclid, Bb. I, II, III, IV. and VI., and Def. of V. (Colenso's, Potts', or Todhunter's.) Plane Trigonometry, as far as solution of Plane Triangles. (Cherriman's.)

MODERN LANGUAGES.—*English*.—Composition. Orthographical, Etymological, and Rhetorical forms of the English Language. (Fowler's English Language, Parts III, IV., VII.) History of English Literature from Edward III. to James I., inclusive. (Craik's English Literature and Language.) *Book of Reference*—Craik's History of Literature and Learning in England, Books III, IV., V.—*French*.—Grammar. (De Fivas'.) Montesquieu, Grandeur et Décadence des Romains.

NATURAL SCIENCES.—*Chemistry*.—Inorganic Chemistry. (Fownes' Elements of Chemistry, Part II., or Graham's Elements of Inorganic Chemistry.)—*Elements of Natural History*—Elements of General and Comparative Physiology. (Agassiz and Gould's Comparative Physiology.) Elements of Botanical Science, structural and systematical. (Gray's first lessons in Botany; Lindley's classification; Bentham's Outlines of Elementary Botany.)

**Honours and Scholarships.**—Candidates for *Honors* and for the *Scholarship* in the faculty of Law, will be examined in the following additional subjects:

CLASSICS.—Lucian, Timon. Homer, Odyssey, B. XII. Livy, B. V., Chaps. XXVI. to LV. inclusive. Cicero, for Archias. Virgil, Æneid, B. IX. Two passages, one in Greek and the other in Latin, selected by the Examiners from authors or works not specified. Translation from English into Latin Verse.

MATHEMATICS.—Algebra. (Colenso's.) Plane Trigonometry. (Colenso's or Todhunter's.)

MODERN LANGUAGES.—*English*.—Prosody. (Fowler's English Language, Part VIII.) *Book of Reference*—Guest's History of English Rhythms. History of English Literature prior to Chaucer. (Craik's History of Literature and Learning in England, Bb. I, II.) \* Analysis of one of Shakespeare's Plays. *French*.—Voltaire, Alzire. Translation from English into French.

\* 1866 Macbeth. 1867. Julius Caesar. 1868. Hamlet. 1869. Coriolanus. 1870. King Lear. 1871. Timon of Athens. 1872. Merchant of Venice. 1873. Antony and Cleopatra.



*French is necessary for those who may substitute "Modern Languages," for "Classics," after the Second Year.*

Candidates for Honors and Scholarships at the Junior Matriculation Examination will be examined in the following additional subjects:

**GREEK AND LATIN LANGUAGES.**—Xenophon, *Anabasis*, B. I., Chaps. VII., VIII., IX., X. Homer, *Odyssey*, B. IX. Livy, B. II., Chaps. I. to XV., inclusive. Horace, *Odes*, B. I. Ovid, *Heroides*, I. and XIII. Two passages, one in Greek and the other in Latin, selected by the Examiners from authors or works not specified. Translation from English into Latin Verse.

**MATHEMATICS.**—*Algebra*.—Proportion, Progression, and Quadratic Equations. Euclid, Bb. II., III., and IV.

**MODERN LANGUAGES.**—*English*.—Grammar and Composition.

**HISTORY AND GEOGRAPHY.**—English History under the Houses of Tudor and Stuart. Geography of the British Empire, including her Colonies.

**2. School of Civil Engineering.**—**MATHEMATICS.**—Arithmetic. Algebra (Colenso's) Euclid, Bb. I, II., III., IV., VI., and definitions B.

**NATURAL SCIENCES.**—*Elements of Natural History.*—Elements of Vegetable Anatomy and Physiology: Lamellibranchiate and Gasteropod Mollusks. (*Books of Reference*—Gray's First lessons, pp. 128-171; Woodward's Recent and Fossil Shells; Ogilvie, The Master-Builder's plan.)

**Faculty of Medicine.**—*Latin*—Cicero, for the Manilian Law. *Mathematics*—Arithmetic. First four Rules of Algebra and Simple Equations, (Todhunter's Algebra for Beginners.)—*English*—Grammar and Composition.—*History and Geography*—Outlines of English History to the present time. Outlines of Modern Geography.—*Chemistry*—Elements of Chemistry; (Fownes' Elements of Chemistry, Part II.) **SCHOLARSHIPS.**—(In addition to the subjects before specified for Matriculation.)—*Greek and Latin Languages*—Homer, *Iliad*, B. I., Horace, *Odes*, B. I. Translation into Latin prose.—*Mathematics*—Algebra, as far as Quadratic Equations, inclusive. Euclid, B. I. (Colenso's, Potts', or Todhunter's.)—*French*—Grammar and Exercises, (DeFivas'.) Voltaire, *Histoire de Charles XII.*, Bb. I. II. III. Corneille, *Horace*, Act IV.

## II. VICTORIA UNIVERSITY, COBOURG.

**Faculty of Law.**—Anabasis, B. I., Homer, *Iliad*, B. I. Virgil, *Æneid*, B. I., Cicero in *Catilinam*, I., II., III., IV. Arithmetic. Algebra, as far as Quadratic Equations; (Robinson or Colenso.) Geometry, first six books; (Legendre.) English Grammar. English Composition and Rhetoric; (Quackenbos.) Outlines of Ancient and Modern History; (Taylor's Manual.) Geography, Ancient and Modern. French; (Télémaque.)

**Faculty of Medicine.**—The Matriculation Examination (giving satisfactory evidence of the student's classical and general attainments,) may be passed at any time before graduation; and the following works in the classics are recommended, out of which the pupil may choose the one in which to be examined, viz:—The London Pharmacopœia, Gregory's *Conspectus*, Sallust's *Catilina*, or any other Latin author.

## III. QUEEN'S UNIVERSITY, KINGSTON.

**Faculty of Theology.**—The Westminster Confession of Faith. Gospel by Mark in Greek and English.

**Faculty of Law.**—Not in operation.

**Faculty of Medicine.**—The common branches of English Education, and also one of the following works:—Caesar's Commentaries; London Pharmacopœia; Gregory's *Conspectus*; Celsus *De Medicina*. This Examination, which must be passed during the first Session of attendance, is not required when the Student produces a certificate of having passed a similar or equivalent Matriculation Examination at any other recognized College.

## IV. UNIVERSITY OF TRINITY COLLEGE, TORONTO.

**Divinity Class.**—1. The Gospel of St. Matthew, in Greek. 2. Scripture History 3. Paley's *Horæ Paulinæ* and Blunt's *Undesigned Coincidences*. 4. St. Augustine, *De Civitate Dei*. Lib. X. 5. The Liturgy, the text book being Procter's *Elementary History of the Book of Common Prayer*. Degrees in Divinity are only conferred on Graduates in Arts of a certain standing.

V. (Colenso's Ed. of Simson's.) Nature and use of Logarithms. (Cherriman's.) Plane Trigonometry, as far as the solution of plane triangles. (Cherriman's.)—ENGLISH.—Grammar and Composition.—FRENCH.—Grammar and Exercises. (De Fivas'.) Voltaire, *Histoire de Charles XII.*, Bb. I., II., III. Corneille, *Horace*, Act IV.—HISTORY AND GEOGRAPHY.—Outlines of British History to the present time. Outlines of Modern Geography. Geography of the British Empire, including her colonies.—DRAWING.—Drawing from a copy.

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## II.—VICTORIA UNIVERSITY, COBOURG.

**Faculty of Arts.**—Candidates for Matriculation are required to pass an examination in the following subjects, viz:—

Natural Philosophy, (Peck's Ganot.) Ancient and Modern Geography, (Pütz and Hodgins.) Arithmetic, (Adams.) English Grammar, (Bullion.) English Composition and Rhetoric, (Quackenbos.) Scripture History, the Pentateuch, (Pinnoek's Analysis.) Algebra, to the Binomial Theorem, (Colenso or Robinson.) Euclid, Bk. I. Latin Grammar, (Harkness.) Latin Reader, as far as page 105, (Andrews and Stoddard.) Cæsar de Bello Gallico, Bk. I., (Anthon.) Sallust, *Catilina*, (Andrews.) Arnold's First Book in Latin, (Harkness.) Greek Grammar, (Bullion.) Greek Reader, as far as page 150, (Bullion.) Anabasis, Bk. I., (Anthon.) *Additional for Honors.*—Theory and Computation of Logarithms. Cicero in *Catilinam*, I., II., III., and IV., (Anthon.) Anabasis, Bk. II., (Anthon.)

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## III.—QUEEN'S UNIVERSITY, KINGSTON.

**Faculty of Arts.**—LATIN—Virgil, *Æneid*, B. II. Livy, B. II., chaps. i.–xv., inclusive. Translation from English into Latin prose.

GREEK.—Grammar; Xenophon's *Anabasis*, B. I.

ARITHMETIC.—As far as Vulgar and Decimal Fractions, and the Extraction of Roots inclusive.

ALGEBRA.—To the end of simple equations.

GEOMETRY.—Euclid, B. I. and II.

ENGLISH GRAMMAR AND COMPOSITION.—Bullion's *Analytical and Practical Grammar of the English Language*.

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## IV.—UNIVERSITY OF TRINITY COLLEGE, TORONTO.

**Faculty of Arts.**—1. DIVINITY.—Scripture History and the Gospel of St. Matthew, in Greek.

2. CLASSICS.—Xenophon, *Anabasis*, Book V. Cicero, *Pro Lege Maniliâ*, Livy, Book V. cap. 1–25 inclusive. Latin Prose Composition.

3. ANCIENT HISTORY.—Greek and Roman, (Liddell's *Rome* and Dr. Smith's *Greece* are recommended.)

4. MATHEMATICS.—Arithmetic. Euclid, Books I., II. Algebra—First four Rules; Fractions; Greatest Common Measure; Least Common Multiple; Involution and Evolution; Simple Equation.

All Candidates for Scholarships will be further examined in the following subjects:—

Translations from some standard Greek and Latin authors. Translations from English into Latin and Greek Verse. Euclid, Books III., IV., and VI. Algebra. Plane Trigonometry.



## PART VIII.

TEXT BOOKS AUTHORIZED BY THE COUNCIL OF  
PUBLIC INSTRUCTION.\***1. Note Relating to those for Grammar Schools.**

The text books for use in the Grammar Schools being prescribed by the Council of Public Instruction, the Grammar School Trustees can select such text books from that list as they approve; but in no case can more than one series of books be permitted to be used in a school. Books not on the prescribed list cannot be used in any Grammar School except by special permission of the Council.

\* \* The list of Text Books for Grammar Schools is being revised; but, in the meantime, none but those text books mentioned in the old list and in the revised Programme, on page 35, can be used in the Grammar Schools.

**2. General Regulations in Regard to the use of the Text Books in the authorised list, after 1866.**

A committee having been appointed by the Council of Public Instruction, to revise the list of Text Books for Grammar and Common Schools, the Council have passed the following order in regard to that list:

The Council disapproves of the use, in any Grammar or Common School, of any text book which is not included in the list of text books authorized by the Council as provided by law, after the close of the current year (1866).

**3. Use of American Geographies illegal.**

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will render the school concerned liable to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

**4. Books Approved by the Council of Public Instruction for use in the Schools of Upper Canada.**

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

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\* See further Departmental Regulations on this subject on page 73.

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.

Sangster's Elementary Treatise on Algebra.

Lovell's General Geography; by J. George Hodgins, LL.B.

Easy Lessons in General Geography; by ditto.

History of Canada and the other British North American Provinces; by ditto.

Robertson's Philosophy of English Grammar.

## PART IX.

### PROVISIONS OF THE COMMON SCHOOL LAW RELATING TO ARBITRATIONS BETWEEN TRUSTEES AND TEACHERS.

#### Protection of Teachers in Regard to Salary.\*

The Consolidated Common School Act for Upper Canada enacts as follows :

83. Any teacher shall be entitled to be paid at the same rate mentioned in his agreement with the trustees,† even after the expiration of the period of his agreement, until the trustees pay him the whole of his salary, as teacher of the school, according to their engagement with him.‡

#### Arbitration in Case of Difference between Teacher & Trustees.

84. In case of any difference between trustees and a teacher, in regard to his salary, the sum due to him, or any other matter in dispute between them, the same shall be submitted to arbitration,§ in which case :

(1) Each party shall choose an arbitrator.

\* The Assessment Law does not exempt a school teacher either from the payment of a tax upon his salary (if over \$200 per annum), or from the performance of two days statute labour, if his salary be under \$200.

† No deduction whatever can be lawfully made from any Teachers' Salary for any allowed holidays or vacations. See page

‡ It is illegal for teachers to retain forcible possession of either the key of the school house or of the school register.

§ The *fifteenth* section of the School Law Amendment Act of 1860 enacts as follows: Arbitrators appointed under the authority of the Upper Canada Consolidated Common School Act, and Local Superintendents, engaged in investigating and deciding upon school complaints and disputes, shall be entitled to the same remuneration *per diem* for the time thus employed as are members of the Municipal Council of their



(2) In case either party in the first instance neglects or refuses to appoint an arbitrator on his behalf, the party requiring the arbitration may, by a notice in writing to be served upon the party so neglecting or refusing, require the last-mentioned party within *three* days, inclusive of the day of the service of such notice, to appoint an arbitrator on his behalf, and such notice shall name the arbitrator of the party requiring the arbitration; and in case the party served with such notice does not within the *three* days mentioned therein, name and appoint an arbitrator, then the party requiring the arbitration may appoint the second arbitrator.

#### **Third Person to be chosen as an Arbitrator.**

And, [a third person to be chosen by the two arbitrators] shall be a third arbitrator, and such *three* arbitrators, or a majority of them, shall finally decide the matter.

#### **Powers of Arbitrators to Examine.**

85. The arbitrators may require the attendance of all or any of the parties interested in the reference, and of their witnesses, with all such books, papers, and writings, as such arbitrators may direct them or either of them to produce, and the arbitrators may administer oaths to such parties and witnesses.

#### **Warrant of Arbitrators—Equivalent to Execution of Division Court.**

86. The said arbitrators, or any two of them, may issue their warrant to any person named therein, to enforce the collection of any moneys by them awarded to be paid, and the person named in such warrant shall have the same power and authority to enforce the collection of the moneys mentioned in the said warrant, with all reasonable costs, by seizure and sale of the property of the party or corporation against whom the same has issued, as any bailiff of a Division Court has in enforcing a judgment and execution issued out of such court.

#### **Arbitration must be complied with within in a Month.**

[86½. *The School Law Amendment Act of 1860 further enacts:—*9. If the trustee wilfully refuse or neglect, for *one* month after publication of award, to comply with or give effect to an award of arbitrators appointed

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county for their attendance at Council Meetings.\* *Provided* always, that the parties concerned in such disputes shall pay all the expenses incurred in them, according to the award or decision of the Arbitrators and Local Superintendents respectively.

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\* The *two hundred and sixty-ninth* section of the Municipal Institutions' Act, provides that "The council of every township and county, may pass by-laws for paying the members of the council for their attendance in council, at a rate not exceeding *one dollar and fifty cents per diem*."

as provided by the *eighty-fourth* section of the said Upper Canada [Consolidated] Common School Act, the trustees so refusing or neglecting shall be held to be personally responsible for the amount of such award, which may be enforced against them individually by warrant of such arbitrators, within *one* month after publication of their award; and no want of form shall invalidate the award or proceedings of arbitrators under the School Acts.]

**No such Dispute to be brought into any Court.**

**87.** No action shall be brought in any court of law or equity, to enforce any claim or demand between trustees and teachers which can be referred to arbitration as aforesaid.

**Decisions of the Superior Courts as to these Arbitrations.**

1. *Arbitration is the only mode of settling disputes between trustees and teachers.*

The Court of Queen's Bench has decided that no action in law or equity can be sustained by a school teacher against trustees for his salary: arbitration is the only remedy.—*Tiernan v. Trustees No.—, Nepean.* 14 Q. B. R. 15.

2. *No appeal from decision of an arbitrator, referred by order of county judge, between trustees and teacher.*

The Court of Queen's Bench in a case where an action in the division court by a school teacher against the trustees was referred to arbitration by order of the judge, with the consent of the parties, *Held*, that the decision of the arbitrator could not be appealed from under the *one hundred and eighth* section of the Upper Canada Consolidated Common School Act. Remarks as to defendant's remedy by prohibition.—*The Chief Superintendent of Education, Appellant, from Judge of the Division Court of the Counties of York and Peel, in re Milne v. Sylvester et al., Union School Section No. 2, Whitchurch, and No. 7, Markham.*

3. *The arbitrator's award is final as to teacher's claim for further salary.*

The Court of Queen's Bench has decided, that the non-payment of the first award is not a non-payment of the teacher's salary under his agreement, so as to entitle him to such salary after the award; nor was it a matter in difference, within the meaning of the act, which could authorize a second reference.—*Kennedy v. Burness et al.* 15 (U.C.) Q. B. R. 473.

4. The Court of Common Pleas has also decided a similar case: A school teacher, after an award had been made in his favour on a dispute as to a salary with the trustees, afterwards made a claim in a second arbitration for the amount payable under the first award, together with his salary for the further period which had elapsed since such award, and sought under an award obtained *ex parte*, and a warrant thereon, to recover the amount by a seizure of the trustees' goods. *Held* by the Court on replevin by the trustees, that such a course was illegal, and not contemplated by the School Acts.—*Kennedy v. Burness et al.; Murray v. Burness et al.* 7 C. P. R. 227. See also 25 Q. B. R. 95.

5. *Arbitrator's warrant against Trustees must be for wilful neglect.*

The Court of Common Pleas has decided the following point: upon trover brought for a seizure of goods upon authority of a warrant issued by arbitrators under the school acts. *Held*, that a plea which stated that the trustees neglected or refused (without the word *wilfully*) to exercise



their corporate powers for the payment of money awarded to the school teacher was bad on demurrer.—*Weaver v. Bull et al.*, No. 2, *Rawdon*. 10 C. P. R. 369.

6. *Wilful neglect of Trustees to give effect to award must be adjudicated upon.*

The Court of Common pleas has decided that where school trustees become personally responsible under the *twentieth* clause of the *twenty-seventh* section of the Upper Canada Consolidated Common School Act, for wilfully neglecting or refusing to exercise the corporate powers vested in them for the fulfilment of any contract or agreement made by them, before such liability can be enforced by the warrant of arbitration under the [*ninth* section of the Common School Amendment Act of 1860] by levying *de bonis propriis* the money awarded to be paid by the school trustees as a corporation, it is necessary to show that there has been some adjudication of the fact of wilful neglect or refusal to justify the issuing of such a warrant—*Ranny v. Macklem et al.* 9 C. P. R. 192.

7. *Mandamus against Trustees to enforce award not the proper remedy.*

The Court of Queen's Bench refused a mandamus to compel school trustees to pay a sum awarded to be due to a teacher for arrears of salary, observing that under the statute the arbitrators could levy the sum by warrant, which was *prima facie* the proper course, or that the municipality could collect it by rate if requested. Upon the facts also, which are stated in the case, the legality of the award appeared doubtful.—*O'Leary v. Trustees*, No. 2, *Blandford*. 19 Q. B. R. 556.

8. *Arbitrators entitled to protection.—Commit no Trespass.*

The Court of Queen's Bench has decided that arbitrators between trustees and teachers, acting in their then jurisdiction, are entitled to protection under the Statutes, as persons fulfilling a public duty, and therefore trespass would not lie against them and their bailiff for seizing goods to enforce their award.

9. *No want of Form shall invalidate Award.*

The same court has decided this point in the foregoing case.

**Summary of Legal Rules in Regard to Arbitrations.**

1. *Constitution of the Arbitration Court.*

Any one who can contract can submit matters in dispute to arbitration. Either a friend or enemy, or a person having an interest in the cause, may be chosen. All the three arbitrators must be selected before proceeding to the arbitration. Where there are three or other odd number of arbitrators, a majority decides all matters submitted to them; but, where the number is two, four, etc., who are equally divided in their opinions, any umpire who may be selected has the sole right to determine the points of difference, and make the award.

2. *Duties of Arbitrators.*

It is the duty of arbitrators to hear evidence on both sides. If parties to the arbitration, and their witnesses, who are duly notified, do not attend, the arbitrators can proceed, *ex parte*, and decide according to the best evidence before them. An arbitrator cannot delegate his power; but, if he obtains the opinion of professional men, he may adopt it as his own. He may, however, delegate purely ministerial acts, such as to go from one place to another, to obtain certain definite information, or estimate the value of some specific work performed; but, he cannot direct any person to commit a trespass.

### 3. *Time of Making an Award.*

If no time be fixed, an award must be made and published within three months from the time of the submission. The time for making an award may, however, be enlarged. If time lapses, the power of the arbitrators is gone until it is enlarged.

### 4. *Making and Publishing an Award.*

All awards must be in writing, and signed. An award is made when all the arbitrators have signed it. When signed by one arbitrator the power is gone. An award is published when notice is sent to the parties affected by it that it is ready to be delivered. It should be delivered on the day fixed, and then the fees and other expenses on it are payable. Any kind of words may be used in an award; but, it should be definite and conclusive on all the points submitted. Arbitrators are not required to give reasons for their award.

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## PART X.

### DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

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#### 1. Education Office.

##### APPOINTED.

##### HEAD OF THE DEPARTMENT.

1844. The Rev. EGERTON RYERSON, D.D., LL.D., Chief Superintendent of Education.

##### *Officers of the Department.*

1844. John George Hodgins, LL.B., Deputy Superintendent of Education, and Editor of the *Journal of Education* for U. C.

1854. Alexander Marling, LL.B., Senior Clerk and Accountant,—having also charge of Grammar School Meteorological Returns.

1852. Alexander Johnstone Williamson, Clerk of Correspondence.

1856. Francis Joseph Taylor, Clerk of Statistics.

1859. John T. R. Stinson, Assistant Clerk of Statistics.

1863. William H. Atkinson, Assistant Clerk of Correspondence.

1866. Edward Joseph Russell, Extra Assistant Clerk.

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1858. James Moore, Messenger.

##### *Map and Library Depositories Branch*

1853. Samuel Passmore May, M.D., Clerk of Libraries.

1861. Edward Bidwell Cope, Depository Salesman.

1866. Henry Wilkinson, Assistant ditto.

1857. Christopher Alderson, Packer and Messenger.

1861. Charles Parsons, Assistant Packer and Messenger.

#### 2. Council of Public Instruction.

1846. Hon. Samuel Bealy Harrison, Q.C., *Chairman* (Church of England.)

1846. Rev. Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education.

1863. Right Rev. John Joseph Lynch, D.D., Roman Catholic Bishop of Toronto.

1846. Rev. Henry James Grasett, B.D., Rector of Toronto.

1846. Hon. Mr. Justice Morrison, Presbyterian Church of Canada.

1850. Rev. John Jennings, D.D., Presbyterian Church of Canada.

1857. Rev. John Barclay, D.D., Church of Scotland.

1865. Hon. William McMaster, M.L.C., Baptist Church.

1854. Rev. John McCaul, LL.D., President of University College, and the Presidents of the other Colleges affiliated to the University of Toronto. *Ex-Officio members for Grammar School purposes.*



1846. John George Hodgins, LL.B., *Recording Clerk.*

*Inspector of Grammar Schools.*

1865. Rev. George Paxton Young, M.A.

*Normal School.*

1847. Thomas Jaffray Robertson, M.A., Head Master.

1858. John Herbert Sangster, M.A., M.D., Second Master.

1861. Henry Gordon Strachan, Teacher of Book-keeping and Writing.

1864. William Armstrong, C.E., Drawing Master.

1858. Henry Francis Sefton, Music Master.

1852. Major Henry Goodwin, Teacher of Gymnastics and Calisthenics.

*Boys' Model Common School.*

1858. James Carlyle, M.D., Master of the School.

1864. John Glashan, First Assistant.

1864. Charles Horace Lusk, Second Assistant.

*Girls' Model Common School.*

1865. Miss Mary Adams, Mistress of the School.

1865. Miss Jessie Turnbull, First Assistant.

1865. Miss Clara J. Clark, Second Assistant.

In the Model Schools, Writing and Book-keeping, Drawing, Music, Gymnastics and Calisthenics are taught by the masters of these branches in the Normal School, which see.

1848. John Murphy, Janitor of Normal and Model Schools.

1852. James Ryan, Messenger and Furnaceman.

1855. James Forsyth, Gardener.

1856. Thomas Grey, Furnaceman and Messenger.

### 3. Regulations in regard to Communications with the Department of Public Instruction for Upper Canada.

#### THE POSTAGE LAW AND THE EDUCATIONAL DEPARTMENT.

1. As many parties in correspondence with the Educational Department do not comply with the postage law in the pre-payment of their letters, (thereby increasing the postage charge by nearly fifty per cent.,) the effect has been to swell unduly this item of the contingencies of the Department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service, like that of the Cabinet Executive Department, goes free. But this is an entire mistake, as the Educational Department forms an exception, and its contingent expenses are proportionately increased by a charge from which the other Public Departments of a similar character are exempt. We would suggest, therefore, in future, that all correspondence with the Department be pre-paid, (as it is on letters, &c., going *from* the Department,) and that thinner paper be used in all cases. Several letters that might occupy but one page have been received written on large, thick paper, and embracing four pages. Foolscap paper should be used where practicable; and only such portions of it sent as may be written on. All other portions have to be cut off when the letter is filed in the Department.

#### PRE-PAYMENT OF POSTAGE ON BOOKS AND PARCELS.

2. According to the postage law, the postage on all books, parcels, printed circulars, &c., sent through the post must be pre-paid by the sender, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, as may be necessary.

## REGULATION IN REGARD TO GRAMMAR, COMMON AND SEPARATE SCHOOL RETURNS.

3. All official returns to the Chief Superintendent, or a Local Superintendent, which are made upon the printed blank forms furnished by the Educational Department, *should be pre-paid one cent, and be open at each end*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

## APPEALS AND MISCELLANEOUS COMMUNICATIONS TO THE EDUCATIONAL DEPARTMENT FOR UPPER CANADA.

4. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Laws, have the right of appeal to the Chief Superintendent of Education; and he is authorized to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay, and save expense, it will be necessary for any person thus appealing:—1. To furnish the party against whom the appeal may be made with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer deemed expedient. 2. To state expressly, in the appeal, that the opposite party has been thus notified, as it must not be supposed that the Chief Superintendent will decide, or form an opinion on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing. Application for advice in township Common School matters, should in all cases, be *first* made to the Local Superintendent having jurisdiction in the Municipality.

5. The *Journal of Education* having been constituted by His Excellency the Governor General in Council, the official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the apportionment, regulations, blank reports, Depository, Normal School, etc.

6. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to Schools, for which specific instructions are not furnished by the Department; but they are requested to use large sized, or foolscap paper. In *all* communications, however, the Number of the School Section, and the Name of the Township and Post Office, with the Official Title of the writer, should be given; and also, the Numbers and Dates of any previous correspondence on the same subject. Persons writing to the Department should retain copies of their letters.

7. *Communications with the Government relating to Schools*, should be made through the Educational Department, Toronto; as all such communications not so made are referred to the Chief Superintendent of Education, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

8. *Communications relating to the Journal of Education; to the Educational Depository; to Public Libraries; or to the Superannuated Teachers' Fund, School Accounts, Poor Schools, &c.*, should be written on *separate sheets* from letters of appeal, or on legal questions, in order that they may be separated and classified in the Department.

## 4. Documents Furnished Annually by the Educational Department to the School Officers of Upper Canada.

The following are furnished gratuitously by the Educational Department of Upper Canada to various school officers, viz :—



1. The *Journal of Education for Upper Canada* is sent monthly to each of the Trustee Corporations in the rural school sections; to the Boards of Grammar and Common School Trustees; to the Local Superintendents; to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, &c., &c. Total 5,000 copies.

The *Journal* has been constituted the official medium of communicating all Departmental intelligence. It is regularly sent by the publisher, about the first of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public the price is \$1 per annum—payable in advance. Back volumes, since 1848 (the first year of its existence) can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations, and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the Separate Schools in Upper Canada. Total about 4,500 copies. The Registers are sent annually to the County Clerks, for gratuitous distribution, through the Local Superintendents.—See page

3. *The Trustees' Half-yearly Reports* are sent every six months, through the Local Superintendents, to the Trustees of each School Section. (See page 22.) Those for the Grammar Schools and Roman Catholic Separate Schools, are sent direct from the Department. Total sent out annually, 9,500 copies.

4. *The Trustees' Blank Annual Reports* are annually sent through the Local Superintendents, to each of the Trustee Corporations in the rural school sections. (See page 42.) Total about 4,500 copies.

5. *The Blank Annual Reports*, from which the General Annual Report of the Department is compiled, is sent to the Local Superintendents and Boards of Common School Trustees and Boards of Grammar School Trustees. Total number sent out annually, 600 copies.—See pages

6. *Auditors, Treasurers, and Sub-Treasurers' Returns* are sent to about 450 of these officers, to be filled up and returned.

7. *The Chief Superintendent's Annual Report* to His Excellency the Governor General, printed by order of the House of Assembly, is also sent to each of the rural Trustee Corporations; to Boards of Common School Trustees, in Cities, Towns and Villages; to Boards of Grammar School Trustees; to Boards of Public Instruction; to Local Superintendents; and to Separate School Trustees, besides copies to other parties. Total number sent out annually, about 4,500.

8. *Various Forms*.—Forms are also sent, from time to time, to Superannuated Teachers, Trustees (for Maps, Prizes, &c.) Normal School Students, &c. About 800 copies.

#### 5. Letters received and sent out by the Department.

	1852.	1853.	1854.	1855.	1856.	1857.	1858.
No. of letters received..	2996	4015	4920	5338	5739	6294	6431
Average No. per week..	57	77	95	102	110	121	124
No. of letters sent out..	1430	1936	2581	3764	3966	3542	4627
Average No. per week..	27	37	50	72	77	68	88

## Letters received and sent out by the Department—Continued.

	1859.	1860.	1861.	1862.	1863.	1864.	1865.
No. of letters received..	6468	7121	7215	6495	6365	6655	7263
Average No. per week..	125	137	138	126	122	128	140
No. of letters sent out..	5823	6015	5636	4955	5054	5415	5833
Average No. per week..	112	116	109	95	97	104	112

*Recapitulation.*—Total number of copies prepared, or printed, and sent out annually from the Educational Department for Upper Canada ;

	Copies.		Copies.
1. Journal of Education.....	5,000	Blank Returns .....	450
2. School Registers.....	4,500	7. Chief Superintendent's Re-	
3. Trustees' Blank Half-yearly		port .....	4,500
Reports.....	9,500	8. Various Forms, about....	800
4. Trustees' Blank Annual Re-		9. Letters, &c., sent and re-	
ports.....	4,500	ceived .....	11,500
5. Local Superintendents'		10. Circulars, about .....	800
Blank Annual Reports ..	600		
6. Auditors' and Treasurers'		Grand Total per year...	42,150

## PART XI.

## THE EDUCATIONAL MUSEUM FOR UPPER CANADA.

## 1. Rules for the Admission of Visitors to the Educational Museum, Toronto.

I. The Museum is open daily for Exhibition, Sundays and Holidays excepted, from 9 A.M. until 5 P.M.

II. All persons are freely admitted, upon registering their names in the Visitors' Book at the Education Office.

III. Sticks and Umbrellas to be left in the Visitors' room.

## 2. Character and Objects of the Museum.

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as a part of the system of popular education—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of Models of Agricultural and other implements, of specimens of the Natural History of the Country, Casts of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English and French History; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian



**Schools of Painting.** These objects of art are *labelled*, for the information of those who are not familiar with the originals, and a descriptive historical catalogue of them can be purchased at the Museum. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that, "the object of a National Gallery is to improve the public taste, and to afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School Grants, for the purpose of improving school architecture and appliances, and to promote arts, science, and literature, by means of models, objects and publications, collected in a museum in connection with this Department.

### 3. Principal Contents of the Museum.

2. The Museum contains a large selection of objects of art, models, &c. arranged under the following heads, as detailed in the Report of 1856, page 246:—

#### I. SCULPTURE :

1. Antiques.
2. Modern.
3. Architectural.

#### II. PAINTINGS:—

1. Italian School.
2. Flemish School.
3. Dutch School.
4. Miscellaneous Dutch and Flemish.
5. German School.
6. French School.
7. Spanish School.

#### III. ENGRAVINGS :

1. On Steel and Copper.
2. Lithographs.

#### IV. WORKS ILLUSTRATING THE HISTORY OF ART, &c. :

1. In French and Italian.
2. In English.

#### OTHER OBJECTS OF INTEREST :

1. Illustrations of Mediæval History, Figures in Armour, Weapons, &c.
2. Maps and Plans in Relief.
3. Specimens of Natural History.
4. Geological Specimens.
5. Models of Agricultural Implements.
6. Philosophical Models and School Apparatus.

## PART XII.

# NECESSITY FOR Uniform Text Books in all of our Schools.

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(From the *Journal of Education* for March, 1866.)

An attempt having been recently made by certain interested persons in Toronto to destroy the uniformity of Text Books in our public schools, the Chief Superintendent (in a letter published in the *Toronto Globe* of the 27th March, 1866,) thus expresses the views of the Department on the subject :

## NECESSITY FOR UNIFORMITY AND CERTAINTY IN SCHOOL BOOKS.

*First*,—All educationists in Europe and America agree that a uniform series of text books is an essential part of an efficient system of national schools. This is recognised and acted upon in all the cities of the neighbouring republic, and is provided by law for the whole of the several States ; and where it has not been so provided, the State Superintendents, in their annual reports, lament the deficiency. It is an integral part of the Irish national system, and it has been so provided for by law in our school system from the beginning.

## THE PROPER AUTHORITY TO SELECT BOOKS.

*Secondly*,—In order to have a uniform series of text books in the schools, there must be one authority to select and prescribe such books. It cannot, therefore, be left to any teacher or bookseller to introduce, at his pleasure, books into any of the public schools.

## COUNTY BOARDS AND SCHOOL CORPORATIONS MUST NOT VIOLATE LAW.

*Thirdly*,—Acting upon this principle, the Legislature has authorized the Council of Public Instruction to prescribe and sanction text books for the national schools, and to prohibit the use of others ; and every School Corporation and County Board are required to select text books from the authorized list of such books ; and if any such Board has recommended any text books not in the authorized list, it has acted without authority, and has violated the 3rd clause of the 98th section of the Common School Act. With a law-abiding people the law should be supreme.

## REVISION OF THE NATIONAL REARERS, AND REGULATIONS IN REGARD TO THE USE OF THE TEXT BOOKS ON THE AUTHORIZED LIST.

A Committee, including the Rev. Doctors McCaul, Ormiston, Barclay, and Rev. H. J. Grasett, B.D., having been appointed by the Council of Public Instruction to revise the National Readers, and the list of text-books for Grammar and Common Schools, the Council have passed the following order in regard to that list :

The Council disapproves of the use, in any Grammar or Common Schools, of any text book which is not included in the list of text-



books authorized by the Council as provided by law, after the close of the current year (1866.)

#### PRIVATE SCHOOLS—RIGHT TO PRESCRIBE REGULATIONS FOR PUBLIC SCHOOLS.

Of private schools and their teachers, the law takes no note ; but the Legislature that provides by law funds for the support of public schools has the undoubted right of prescribing the conditions on which such schools shall be entitled to public aid. The Legislature has invested a body, called the Council of Public Instruction, with the power, and imposed upon it the duty, to prescribe the subjects of instruction in the public schools, and the text books which shall be used in giving that instruction.

#### TEACHERS NOT AUTHORIZED TO SELECT TEXT BOOKS.

Certain interested parties in Toronto having endeavored to ignore and supersede the Council of Public Instruction altogether, and even trustees and parents, in the selection of text books, and would fain make each teacher sole judge of the text book to be used in his school, the Chief Superintendent thus exposes this pernicious system :—“This is a novel feature and a new authority in our school system, to set up the *teacher* above trustees, parents and the Council of Public Instruction itself, to decide what books are best for the school he is employed to teach. The Superintendent of Schools in the State of New York represents, in one of his annual reports, that one of the greatest evils to the Schools in that State was booksellers and their agents bribing teachers, by presents of books, and sometimes by giving a per centage on the sale of their school books, introduced by the teacher into his school : so that each new teacher employed in a school would decry the books introduced by his predecessor, and insist upon throwing them aside, and getting new ones recommended by him. To such an extent did this evil grow in the State of Massachusetts, that the Legislature passed an Act rendering it penal for a bookseller, or his agent, thus to try and get his books sold in any school. Yet such is the course of proceeding which has been adopted by certain booksellers in Toronto. \* \* \* And this explains the reason of the appeal in behalf of the *teacher* as the authority to decide upon the school books to be used in the school. Under such a system any one must see how soon our schools would go back to their former state of chaos, and their supporters be made the unceasing victims of individual speculation between teachers and importunate booksellers.

#### THE TEACHER A PUBLIC OFFICER—WHAT HIS DUTY IS.

A teacher of a public school is not, therefore, employed to teach what subjects or books he pleases, but to teach those subjects and books which are provided by law ; and no school is entitled to public aid which is not conducted according to law. Teachers of public schools are public officers, whose duties are defined by law as well as those of the Chief Superintendent, and are not to become the agents of any booksellers.

EDUCATION OFFICE,

Toronto, April, 1866.

## PART XIII.

## DEPARTMENTAL NOTICES.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL  
MASTERSHIPS.

As the 10th Section of the New Grammar School Act (which will be found on page 2) supersedes the necessity of obtaining a certificate of qualification from the Board of Examiners of candidates for grammar school masterhips, attendance before the Board will not be necessary hereafter.

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POSTAGE REGULATION IN REGARD TO GRAMMAR  
AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

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## PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

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## INDISTINCT POST MARKS.

In the course of the year, a number of letters are received, on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.



## PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, AND SCHOOL PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

☞ Catalogues and Forms of Application furnished to School authorities on their application.

### PRINCIPAL ARTICLES OF CANADIAN MANUFACTURE.

General School Room Maps, Raised Maps, Map Cases, Rotary Map Stands, Globes, and Elementary School Apparatus relating to Astronomy, Natural Philosophy, Pneumatics, Electricity, Electro-Magnetism, Optics, Chemistry, &c. &c., may be obtained by Schools at the Educational Department, Toronto.

### LARGE MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and lately published under the supervision of the Educational Department for Upper Canada. Price \$6.

### SCHOOL INK WELLS.

THE following INK WELLS have been manufactured in Toronto and are for sale at the Educational Depository:—

No. 1. Plain Metal Ink Wells, with covers, per doz. . . . . \$1 50

No. 2. Improved Metal Non-evaporating Ink Wells, per doz. . . 3 00

No. 1 is a wide-mouthed well, designed to be let into the desk. It has an iron cover to screw over the top so as to prevent the dust falling into the ink.

No. 2 consists of three pieces: A circular piece to let into the desk, and to be screwed to it; it has a rim on which the well rests; over this is placed a cap which covers the top of the well. It has a small aperture for the pen, covered with a movable lid.

It possesses the following advantages:—1. The ink is not liable to be spilled; 2. It effectually protects the ink from dust; 3. It prevents evaporation, owing to the covers and the small size of the aperture; 4. It has facilities for cleaning, but, the cover being screwed down, does not allow the pupil to take it out at his pleasure; 5. It is not, like glass, liable to breakage.

## PART XIV.

# **CLEARANCE CATALOGUE OF CLASSICAL Text Books for Sale at the Upper Canada Educational Depository.**

In consequence of the text-book branch of the Depository being discontinued, the following Books are offered at the reduced rates named, in order to clear off the balance of Stock in that branch, remaining on hand.

NAME OF BOOKS.	PUBLISHER.	Pub- lishers price.	Price offered at.
<b>LATIN AUTHORS.</b>			
Checkley's Primary Latin Accidence; bound .....	Lovell & Gibson ...	0 40	0 25
Do do paper cover	do ...	0 25	0 12
Rudiments, Latin Language .....	Oliver & Boyd .....	0 64	0 35
Andrews & Stoddart's Latin Grammar	Crocker & Brewster.	1 10	0 75
Browne's Latin Grammar for Ladies.	Parker.....	0 40	0 25
Arnold's First Latin Book .....	Rivington .....	0 75	0 56
Do Second do .....	do .....	1 00	0 65
Do Third Book, Latin Word Building .....	do .....	1 12	0 60
Do Latin Verse Composition ...	do .....	1 40	0 90
Do Latin Prose do Pt. I.....	do .....	1 63	1 10
Do do do Pt. II.....	do .....	1 75	1 20
Anthon's Latin Prose Comp.; Am. edi.	Harper & Bro's ....	1 00	0 50
Do do Lessons .....	do .....	1 00	0 50
Bullion's do Grammar.....	Pratt & Co .....	1 10	0 70
Cæsar's Commentaries; by Anthon ..	Harper & Bro's ....	1 20	0 80
Do do by Dymock..	Oliver & Boyd .....	1 00	0 70
Do do by Bullion ..	Farmer, Brace & Co.	1 10	0 70
Do do by Wheeler..	Tegg & Co .....	1 50	1 00
Do do First Six Bks., with Map .....	Williams.....	0 62	0 40
Cicero, Orations; by Wheeler. :.....	Oliver & Boyd .....	1 50	1 00
Do do with Notes by Bullion	Farmer, Brace & Co.	1 10	0 70
Do do do Johnson	Appleton.....	1 10	0 65
Do do Edin. Acad.....	Oliver & Boyd .....	0 75	0 55
Do Select Orations; by Chambers	Chambers .....	0 88	0 60
Do do by Anthon..	Harper & Bro's ....	1 10	0 75
Do do do	Longman.....	1 50	1 00
Do Tusculan Disputations; by An- thon.....	Harper & Bro's ....	1 40	0 90
Do de Officiis, with English Notes, Thacher .....	Appleton.....	1 00	0 60
Do Opera Selecta, Edin. Acad...	Oliver & Boyd .....	0 75	0 50
Do by Arnold, Pt. I., Catiline, &c., with Eng. Notes.....	Rivington .....	1 00	0 70



NAME OF BOOKS.	PUBLISHERS.	Pub- lishers price.	Price offered at.
Cicero; by Arnold, Pt. II., Epistle, &c., with Eng. Notes.....	do .....	1 25	0 80
Do by Arnold, Pt. III., Tuseulan Disputations, with English Notes.....	do .....	1 38	0 80
Do by Arnold, Pt. IV., on the Su- preme Good, with English Notes.....	do .....	1 38	0 80
Do by Arnold, Pt. V., De Senec- tute, Dialogues, &c., with English Notes, Thacher....	do .....	0 63	0 40
Do Exercises (Ellis,) translated..	Longman... ..	0 60	0 40
Do Key to do do ..	do .....	0 53	0 35
Cornelius Nepos; by Anthon.....	Harper .....	1 10	0 70
Do do Stewart .....	Oliver & Boyd .....	0 75	0 50
Do do Chambers.....	Chambers .....	0 62	0 45
Do do Arnold, Part I., with Questions .....	Rivington .....	1 00	0 60
Horace; by Hunter.....	Oliver & Boyd .....	0 88	0 50
Do with Eng. Notes, (Curie)...	R. Griffin.....	1 20	0 80
Do by Arnold .....	Rivington .....	1 25	0 85
Do by Chambers.....	Chambers .....	0 88	0 60
Do by Lincoln.....	Appleton.....	1 25	0 90
Juvenal's Satires; by Anthon.....	Harper .....	1 25	0 60
Livy (History), Books I. to V. (Gunn)	Oliver & Boyd.....	1 12	0 70
Do Chambers' edi.....	Chambers .....	1 00	0 70
Do Hunter .....	Oliver & Boyd .....	0 75	0 60
Chambers' Ovid's Metamorphoses....	Chambers .....	0 88	0 50
Ovid's Eclogae Ovidianae; by Arnold, Part II .....	Rivington .....	1 25	0 70
Do with Notes; by Ferguson ....	Oliver & Boyd .....	0 62	0 45
Do Bradley .....	Longman.....	0 78	0 50
Sallust; by Dymock .....	Oliver & Boyd .....	0 50	0 50
Do with Notes; by Arnold.....	Rivington .....	0 88	0 60
Tacitus; by Arnold, Part I., the Six Books of Annales .....	do .....	1 50	1 00
Do by Arnold, Pt. II., Books XI. to XVI.....	do .....	1 25	0 80
Do by Arnold.....	Harper .....	1 50	1 00
Do Germania Agricola; by Tyler	Appleton .....	1 25	0 90
Do do with Ethnological Descriptions; by Latham; large 8vo .....	Taylor, Walton & Co.	3 12	2 00
Do Germania Agricola; by Tyler	Appleton .....	1 10	0 80
Do do do by Smith	Walton & Maberly.	1 25	0 90
Virgilio Æneis, with English Notes; by Arnold .....	Rivington .....	1 50	1 00
Do Æneidos, Lib. I.—VI.; by Arnold; 8vo.....	do .....	3 00	2 00
Do Æneid; by Hunter.....	Oliver & Boyd .....	0 63	0 45
Do do by Major .....	Parker & Son.....	1 10	0 85

NAME OF BOOKS.	PUBLISHER.	Pub- lishers price.	Price offered at.
Virgil's Eclogues and Georgics; by Anthon .....	Harper .....	\$1 50	\$1 00
Do Æneid, with Metrical clavis and index; Trollope .....	Tegg .....	1 88	1 10
Do Eclogues and Georgics; by Nichols .....	do .....	1 50	1 00
Do Entire Works; by Duncan or Cooper. Svo .....	Oliver & Boyd .....	1 60	1 00
Virgili Carmina, I.—IV., Chambers' edi .....	Chambers .....	0 88	0 50
Do do VII.—XII .....	do .....	0 88	0 40
Do do by Valpy .....	Longman .....	0 63	0 40
Do Chambers .....	Chambers .....	1 12	0 70
Beza's Latin Testament .....	Oliver & Boyd .....	0 88	0 60
<b>Latin Dictionaries.</b>			
Chambers' Latin English Dictionary.	Chambers .....	1 25	1 00
Do English Latin do	do .....	1 12	0 80
Riddell & Arnold's do do	Longman .....	2 00	1 50
Chambers' do do	Chambers .....	2 25	1 50
<b>GREEK TEXT BOOKS.</b>			
Arnold's First Greek Book .....	Rivington .....	1 25	0 95
Do Second do .....	do .....	1 38	0 95
Do Third do .....	do .....	0 88	0 55
Do Fourth do .....	do .....	1 00	0 65
Do First Greek Prose Compos'n.	do .....	1 38	1 00
Do Second do do	Appleton .....	80	0 55
Do do do do	Rivington .....	1 62	1 00
Do Greek Reading Book .....	Appleton .....	1 25	0 80
Do do Construing .....	Rivington .....	1 63	1 00
Do do Synonymes .....	do .....	1 63	1 10
Do do Accidence .....	do .....	1 25	0 95
Anthon's do Prose Composition ...	Harper .....	0 80	0 55
Do do Prosody .....	Tegg .....	0 75	0 40
Aristophanes, Pt. I., Eclogæ Aristop- hanicæ (Arnold) .....	Rivington .....	0 88	0 40
Do Pt. II., containing the Birds.	do .....	0 88	0 40
Demosthenes on the Crown, (Arnold)	do .....	1 00	0 70
Euripides—The Bacchæ, with Eng. Notes, (Arnold) .....	do .....	0 75	0 30
Do The Hecuba, (Arnold).	do .....	0 75	0 35
Do The Hippolytus, do	do .....	0 75	0 30
Do The Iphigenia in Tauris, (Arnold) .....	do .....	0 75	0 35
Do The Medæa do (Arnold) .....	do .....	0 75	0 30
Johnson's Herodotus .....	Appleton .....	0 90	0 55
Herodotus—Eclogæ Herodotæ, Pt. I., (Arnold) .....	Rivington .....	0 75	0 50



NAME OF BOOKS.	PUBLISHER.	Pub- lishers price.	Price offered at.
Anthon's Greek Grammar; by Major.	Wm. Tegg & Co ...	1 00	0 65
Homer's Iliad; by Brandreth .....	Pickering ..	1 75	1 50
Do do do sets 2 vols.	do .....	1 75	1 50
Do do by Veitch .....	Oliver & Boyd .....	0 88	0 70
Do do Books I. to III.; by Major .....	Parker & Sons . . .	1 00	0 80
Do do by Anthon .....	Wm. Tegg .....	1 88	1 20
Homer for Beginners, Books I. to III.; by Davis .....	Rivington .....	0 88	0 60
Homer's Iliad, Books I. to IV.; Arnold	do .....	1 88	1 10
Plautus, Captives .....	Harper .....	0 60	0 30
Homeric Lexicon; by Smith .....	Rivington .....	2 25	1 50
Sophocles, Part I.; The Ajax, with Notes; by Paul .....	do .....	0 75	0 50
Do Part II.; Philoctetes, with Notes; by Paul .....	do .....	0 75	0 50
Do Part III.; The Œdipus Tyrannus; Browne .....	do .....	1 00	0 60
Do Part IV.; The Œdipus Coloneus .....	do .....	1 00	0 55
Do Part V.; The Antigone; by Browne .....	do .....	1 00	0 50
Æschines against Ctesiphon .....	do .....	1 00	0 60
Plato's Apology of Socrates, &c.; by Smith .....	Taylor, Walton & Co.	1 25	0 90
Thucydides, Book I., with Notes; by Arnold .....	Rivington .....	1 38	1 00
Do Book II. do	do .....	1 12	0 80
Xenophon's Expeditio Cyri; 8vo ....	Oxford Edi .....	2 50	1 60
Plato against Atheists; by Lewis ....	Harper .....	1 75	1 00
Eton Greek Grammars .....	Williams and others.	0 75	0 50
Anthon's Xenophon's Memorabilia; Robbins .....	Harper .....	1 00	0 70
Do Xenophon's Memorabilia; Robbins .....	Appleton .....	1 20	0 80
Greek Testament .....	Oxford Edi .....	0 63	0 55
Sanford's Introduction to Writing Greek .....	Blackwood .....	0 88	0 40
Do Homeric and Attic Greek.	do .....	1 10	0 80
Do Greek Extracts .....	do .....	1 10	0 80
<b>Latin and Greek Oxford Pocket Classics. (Bound in Cloth.)</b>			
Cæsar's Commentaries .....	Parker .....	0 63	0 40
Cornelius Nepos .....	do .....	0 33	0 20
Juvenalis et Persius .....	do .....	0 37	0 20
Livy (4 vols.) .....	do .....	1 50	1 00
Lucretius .....	do .....	0 50	0 35
Phædrus .....	do .....	0 33	0 20
Virgilius .....	do .....	0 63	0 45
Tacitus (2 vols) .....	do .....	1 25	0 80

NAME OF BOOKS.	PUBLISHER.	Pub- lishers price.	Price offered at.
Euripidis Tragoediae Sex .....	do .....	0 88	0 40
Æschylus .....	do .....	0 75	0 35
Æschines et Demosthenes .....	do .....	0 75	0 40
Thucydidis Historia (2 vols) .....	do .....	1 25	0 85
Euripidis Opera Omnia (3 vols) .....	do .....	1 38	0 95
Sophocles .....	do .....	0 75	0 35
Aristotelis Ethica .....	do .....	0 50	0 25
Xenophon Memorabilia .....	do .....	0 30	0 20
Aristophanes (2 vols) .....	do .....	1 50	1 00
Homeri Ilias .....	do .....	0 75	0 60
Herodoti Historia (2 vols) .....	do .....	1 50	1 00
Tacitus .....	do .....	1 25	0 85
<b>Latin and Greek Texts. With</b> <b>Notes.</b> ( <i>To accompany the Oxford</i> <i>Pocket Classics. Paper Covers.</i> )			
Georgicii Virgilio .....	Parker .....	0 50	0 20
Horatii Carmina .....	do .....	0 38	0 30
Bucolica Virgilio .....	do .....	0 25	0 15
Cornelius Nepos .....	do .....	0 38	0 20
Horace's Ars Poetica .....	do .....	0 25	0 15
Horatii Satiræ .....	do .....	0 25	0 15
Sophocles' Ajax .....	do .....	0 25	0 15
Do Antigone .....	do .....	0 25	0 15
Do Electra .....	do .....	0 25	0 15
Do Ædipus Coloneus .....	do .....	0 25	0 15
Do Philoctetes .....	do .....	0 25	0 15
Do Œdipus Tyrannus .....	do .....	0 25	0 15
Æschylus' Prometheus Vincetus .....	do .....	0 25	0 15
Do Eumenides .....	do .....	0 25	0 15
Do Choephoræ .....	do .....	0 25	0 15
Do Supplices .....	do .....	0 25	0 15
Do Septem Contra Thebas .....	do .....	0 25	0 15
Do Persæ .....	do .....	0 25	0 15
Do Agamemnon .....	do .....	0 25	0 15
Euripidis Alcestis .....	do .....	0 25	0 15
Do Phœnissæ .....	do .....	0 25	0 15
Do Medea .....	do .....	0 25	0 15
Do Orestes .....	do .....	0 25	0 15
Do Hecuba .....	do .....	0 25	0 15
Do Hippolytus .....	do .....	0 25	0 15
Demosthenes' De Coronæ .....	do .....	0 50	0 30
Æschines in Ctesiphon .....	do .....	0 50	0 30
<b>Latin and Greek Classical Texts.</b> <b>(Paper Covers.)</b>			
Cicero de Officiis, Zumpt's Texts .....	Parker .....	0 50	0 30
Do Pro Muraena .....	do .....	0 25	0 15
Titii Macci Plauti Trinummus .....	do .....	0 25	0 15
Cicero pro Milone .....	do .....	0 25	0 15



NAME OF BOOKS.	PUBLISHER.	Pub- lishers price.	Price offered at.
Cæsar de Bello Gallico.....	Parker.....	\$0 30	\$0 20
Virgil's Georgics.....	do .....	0 33	0 20
Plutarch's Lives .....	do .....	0 50	0 30
Taciti Agricola .....	do .....	0 25	0 15
Cicero pro Plancio .....	do .....	0 25	0 15
Do de Amicitia.....	do .....	0 25	0 15
Ciceronis Philippica.....	do .....	0 25	0 15
Demosthenis Orationes Selectae.....	do .....	0 33	0 20
Do Adversus Septinem....	do .....	0 25	0 15
Platonis Phædrus .....	do .....	0 38	0 25
Excerpta E Luciano .....	do .....	0 63	0 35
Platonis Phædrus.....	do .....	0 50	0 20
The Philoctetes of Sophocles.....	do .....	0 50	0 30
Sophocles Œdipus Tyrannus.....	do .....	0 63	0 35
Æschylus Eumenides .....	do .....	0 25	0 15
Euripidis Bacchæ .....	do .....	0 25	0 15
Æschyli Prometheus .....	do .....	0 25	0 15
Quintius, H. Facci Carmina.....	do .....	0 38	0 20
Platonis Menæxenus .....	do .....	0 25	0 15
Horatii Satiræ .....	do .....	0 25	0 15
Excerpta ex Arriano .....	do .....	0 63	0 35
T. Macci Plauti Miles Gloriosus.....	do .....	0 25	0 15
P. Terentii Adelphi .....	do .....	0 25	0 15
Horace Ars Poetica .....	do .....	0 15	0 10
Taciti Germania .....	do .....	0 25	0 15
Terentii Andria .....	do .....	0 25	0 15

### FRENCH TEXT BOOKS.

Arnold's French Vocabulary .....	Rivington .....	1 12	0 80
Do First French Book.....	do .....	1 38	1 00
Do Key to do .....	do .....	0 63	0 50
Collot's Dramatic French Reader....	Appleton.....	1 00	0 60
Do Pronouncing do .....	Hay & Zell .....	0 80	0 30
Do Interlinear do .....	do .....	0 80	0 30
Do French Anecdotes & Questions .....	do .....	0 80	0 30
Do do Dialogues and Phrases.....	do .....	0 80	0 30
Do Levizac's French Grammar .....	do .....	0 80	0 30
Do Key to do .....	do .....	0 50	0 25
Coutan's Choix de Poesies.....	Appleton.....	0 90	0 40
De Fiva's Classic French Reader.....	do .....	1 00	0 50
Greene's Companion to Ollendorff's Grammar .....	do .....	0 80	0 50
Merlet's Le Traducteur .....	Walton & Maberly..	1 38	0 80
Do Synonymes Explained.....	do .....	0 63	0 40
Do Synopsis of the Language....	E. Wilson .....	0 63	0 40
Do Dictionary of Difficulties....	Walton & Maberly..	1 58	1 00
Do Table of Verbs on a Card....	E. Wilson .....	0 13	0 08
Do Pronunciation and Accidence .....	Walton & Maberly..	0 88	0 40
Do Syntax.....	do .....	0 88	0 40
Do Composition .....	do .....	0 88	0 40
Do Key to French Grammar.....	do .....	0 88	0 40

NAME OF BOOKS.	PUBLISHER.	Pub- lishers price.	Price offered at.
Noel et Chapsal's Grammaire Francaise			
Do paper .....	Walton & Maberly..	\$0 40	\$0 20
Do Grammaire Francaise, bound .....	Harper .....	1 00	0 50
Ollendorff's Method of Learning Fr'ch.	Appleton...;	1 00	0 70
Nouveau Testament .....	Oliver & Boyd.....	0 63	0 30
Fenelon's Telemaque .....	do .....	0 35	0 20
Do do .....	Appleton.....	0 50	0 30
Surenne's New French Manual .....	do .....	0 60	0 40
Do do do .....	Oliver & Boyd .....	0 66	0 40
Telemaque .....	Parker .....	0 63	0 40
Zaire, Voltaire's.....	do .....	0 20	0 05
Wansostrocht's Recueil Choisi.....		0 65	0 30
De Porquet's French Tresor .....	Simpkin, M. & Co...	0 80	0 45
<b>French Dictionaries.</b>			
Meadow's French and English Pro- nouncing Dictionary ...	Tegg .....	1 12	0 80
Surenne's do do	Oliver & Boyd .....	1 75	1 60
Do French and Eng. Dictionary	do .....	0 88	0 60

### PORTABLE COMPOSITION BLACKBOARDS.

**T**HIS substitute for the Blackboard is made of Canvas, covered with successive coats of Composition until it is of a sufficient thickness to be rolled up without injury. It is mounted on a portable wooden frame, 3 feet 6 inches high by 2 feet 6 inches wide. It may be obtained at the Educational Depository- Price \$2.

It possesses the following advantages over the ordinary painted blackboard:—

1 It can be removed to any part of the School-house, and is invaluable for separate classes.

2. It is not so liable to be scratched with chalk as the common blackboard.

3. When it is not required for use, it can be rolled up in a small compass, and laid aside.

4. Both sides can be used, so that two classes may be kept at work at the same time.



## A D D E N D A.

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### DEPARTMENTAL NOTICES.

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#### 1. NOTICE IN REGARD TO THE USE OF UNAUTHORISED TEXT BOOKS IN THE PUBLIC SCHOOLS.

##### I. PROVISIONS OF THE LAW IN REGARD TO TEXT BOOKS IN GRAMMAR SCHOOLS.

The twelfth, fifteenth, nineteenth, and twenty-fifth sections of the Upper Canada Consolidated Grammar School Law enacts as follows :—

12. In each County Grammar School provision shall be made for giving \* \* \* instruction \* \* \* according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council ; and no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such programme, rules and regulations.

15. Such Council shall prepare and prescribe a list of Text-books, programme of studies, and general rules and regulations for the organization and government of the County Grammar Schools \* \* \*

[NOTE. In accordance with this section of the Act the Council of Public Instruction have passed the following order on the subject of Text Books :—The text books for use in the Grammar Schools being prescribed by the Council of Public Instruction, the Grammar School Trustees can select such text books from that list as they approve ; but in no case can more than one series of books be permitted to be used in a school.]

19. The Chief Superintendent of Education \* \* \* \* shall see that the County Grammar School Fund apportioned by him, is, in all cases, applied to the purposes hereinbefore prescribed, and that each County Grammar School is conducted according to the rules and regulations legally established.

25. It shall be the duty of such Trustees to see that the pupils of such Grammar School are supplied with proper Text

Books \* \* \* \* and that such School is conducted in accordance with the legally established regulations.

A committee, including the Rev. Doctors McCaul, Ormiston, Barclay, and Rev. H. J. Grasett, B.D., having been appointed by the Council of Public Instruction for Upper Canada, to revise the National Readers, and the List of Text Books for Grammar and Common Schools, the Council have passed the following order in regard to that list :

The Council disapproves of the use, in any Grammar or Common Schools, of any text book which is not included in the list of Text Books authorized by the Council as provided by law, after the close of the current year (1866.)

In regard to this disapproval of unauthorized Text Books by the Council, the one hundred and twenty-eighth section of the Upper Canada Consolidated Common School Law enacts that—"No person shall use any foreign books in the English branches of education, in any model or common school, without the express permission of the Council of Public Instruction ; and no portion of the Legislative School Grant shall be applied in aid of any common school in which any Book is used that has been disapproved of by the Council of Public Instruction, and public notice given of such disapproval."

## II. OTHER PROVISIONS OF THE SCHOOL LAW IN REGARD TO TEXT BOOKS IN COMMON SCHOOLS.

### 1. *Duty of the Council of Public Instruction for Upper Canada.*

The fifth clause of the one hundred and nineteenth section of the Upper Canada Consolidated Common School Law enacts that—"119. It shall be the duty of the Council of Public Instruction \* \* \* (5) To examine, and at its discretion, recommend or disapprove of Text-books for the use of schools." \* \* \*

### 2. *Duty of the Chief Superintendent of Education.*

The tenth section of the one hundred and sixth section of the Consolidated School Law enacts that—"106. It shall be the duty of the Chief Superintendent of Education \* \* \* (10) To \* \* \* use his best endeavours to provide for and recommend the use of uniform and Approved Text-books in the schools generally."

### 3. *The Duty of County Boards of Public Instruction.*

The third clause of the ninety-eight section of the School Law enacts that—"98. It shall be the duty of the County or Circuit Boards of Public Instruction \* \* \* (3) To select (if deemed expedient) from a list of Text-books recommended



or authorized by the Council of Public Instruction, such books as they may think best adapted for use in the common schools of the county or circuit, and to ascertain and recommend the best facilities for procuring such books."

#### 4. *Duty of Local Superintendents of Schools.*

The sixth clause of the ninety-first section of the School Law enacts that—"91. It shall be the duty of the local superintendent of schools \* \* \* (6) To see that all the schools are managed and conducted according to law—to prevent the use of unauthorized, and to recommend the use of Authorized Books in each school,—and to acquire and give information as to the manner in which such Authorized Books can be obtained, and the economy and advantage of using them.

#### 5. *Duty of City, Town, and Village Boards of School Trustees.*

The fifteenth clause of the seventy-ninth section of the School Law enacts that—"79. It shall be the duty of each Board of School Trustees \* \* \* (15) To see that all the pupils in the schools are duly supplied with a uniform series of Authorized Text-books. \* \* \*

#### 6. *Duty of School Trustees in Rural School Sections.*

The eighteenth clause of the twenty-seventh section of the School Law enacts that—"27. It shall be the duty of the Trustee School Corporation \* \* \* (18) To see that no unauthorized books are used in the school, and that the pupils are duly supplied with a uniform series of Authorized Text-books, sanctioned and recommended by the Council of Public Instruction " \* \* \*

## 2. NOTE ON THE QUALIFICATION OF HEAD MASTERS.

The following are the names of those gentlemen, who (although not graduates of Universities within the British dominions) are qualified, under the 11th section of the Grammar School Improvement Act,\* to be Head Masters of Grammar Schools in Upper Canada:—

ANDREWS, Albert. .	LEGGETT, Joseph.
BURDON, Alexander.	McCLURE, Rev. John.
CAMERON, James Y., <sup>†</sup> A.M. <sup>†</sup>	MACGREGOR, Rev. John G.
CAMIDGE, Charles.	McKILLOP, Malcolm, M.A. <sup>†</sup>
CAMPBELL, Daniel.	McNAUGHTON, Alexander.
CARR, W. Riley, A.M. <sup>†</sup>	McSWEEN, Archibald, A.M. <sup>†</sup>
CROWLE, Edward T., A.M., Ph. D. <sup>‡</sup>	MEWBURN, Harrison Chilton.
DeLAMATTER, Henry.	MILLER, Arnoldus.
DIXON, James B., M.A. <sup>†</sup>	MORRISON, Joseph, A.M., M.D. <sup>†</sup>
DOBSON, Robert.	PHILLIPS, Robert.
DUNN, James M.	PHILLIPPS, Rev. H. N.
FREER, Benjamin John Michael	PRESTON, James.
GORDON, John.	PURSLOW, Adam.
HAIGHT, F. S., M.A. <sup>†</sup>	REAZIN, Henry.
HALDAN, John, Jr.	RODGERS, Rev. Robert.
HODGSON, James.	SHAW, John
HUDSPETH, Robert.	SHELDON, Paraclete, M.A. <sup>†</sup>
JOLLY, J. Wilson.	STRAUCHON, George.
JONES, Spencer Atkins.	WRIGHT, Peter.
KIRKLAND, Thomas.	YOUNG, Richard Ward.

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\*“ 11. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a Grammar School, unless he be a graduate of some University within the British dominions; but any person legally qualified and appointed to be a Head Master in any Grammar School during the year next before the passing of this Act shall be deemed qualified notwithstanding this section.”

<sup>†</sup> American graduates.

<sup>‡</sup> German graduate.



# ANALYTICAL INDEX

TO THE

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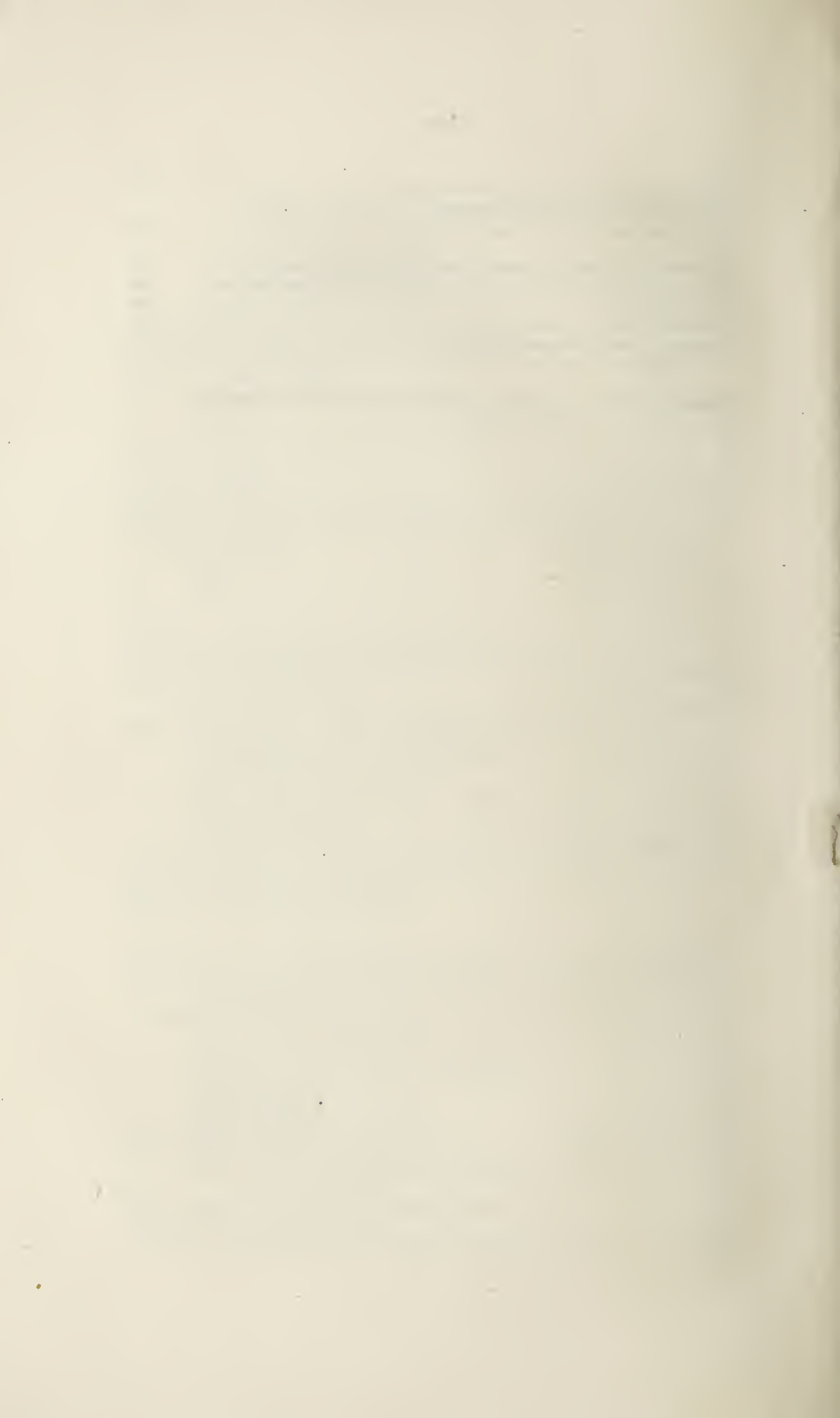
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